

R E P O R T R E S U M E S

ED 019 017

49

FL 000 707

A COMPARISON OF THE MLA FOREIGN LANGUAGE PROFICIENCY TESTS
FOR TEACHERS AND ADVANCED STUDENTS WITH THE MLA FOREIGN
LANGUAGE COOPERATIVE TESTS.

BY- PAQUETTE, F. ANDRE AND OTHERS

MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.

REPORT NUMBER BR-6-2619

PUB DATE JUN 66

CONTRACT OEC-6-14-002

EDRS PRICE MF-\$0.50 HC-\$2.40 58P.

DESCRIPTORS- *ACHIEVEMENT TESTS, *NATIONAL COMPETENCY TESTS,
*LANGUAGE TESTS, *LANGUAGE PROFICIENCY, *MEASUREMENT,
COMPARATIVE ANALYSIS, SPANISH, FRENCH, GERMAN, STANDARDIZED
TESTS, STATISTICAL DATA, STATISTICAL STUDIES, TEST RESULTS,
TEST VALIDITY, TESTING PROBLEMS, LANGUAGE TEACHERS, ADVANCED
STUDENTS, LANGUAGE SKILLS, EDUCATIONAL RESEARCH, MODERN
LANGUAGE ASSOCIATION, EDUCATIONAL TESTING SERVICE, MLA
PROFICIENCY TESTS, MLA COOPERATIVE FOREIGN LANGUAGE TESTS,
HOFSTRA UNIVERSITY, UNIVERSITY OF ILLINOIS,

THIS STUDY, CONDUCTED BY THE MODERN LANGUAGE ASSOCIATION
(MLA) WITH THE ASSISTANCE OF THE EDUCATIONAL TESTING SERVICE,
WAS DESIGNED TO DETERMINE WHETHER THE FRENCH, GERMAN, AND
SPANISH SKILL TESTS OF THE MLA COOPERATIVE FOREIGN LANGUAGE
TESTS AND THE MLA PROFICIENCY TESTS FOR TEACHERS AND ADVANCED
STUDENTS MEASURE ALONG A CONTINUUM OR WHETHER THERE IS A
SERIOUS GAP BETWEEN THE TWO SETS OF TESTS. THE RESULTS OF THE
STUDY, SUMMARIZED IN A SERIES OF 44 GRAPHS AND TABLES
COMPRISING THE BULK OF THE DOCUMENT, SHOW THAT THE TWO SETS
OF TESTS DO MEASURE ALONG A CONTINUUM AND THAT THERE IS NO
NEED FOR A TEST OF INTERMEDIATE DIFFICULTY. THE OVERLAP IS
NOT SO GREAT; HOWEVER, AS TO PREVENT THE COMBINED SETS OF
TESTS FROM MEASURING STUDENTS AT ALL LEVELS OF ACHIEVEMENT.
BRIEF BUT INCLUSIVE DISCUSSIONS OF TEST ADMINISTRATION AT THE
UNIVERSITY OF ILLINOIS AND HOFSTRA UNIVERSITY AND OF STUDY
DESIGN AND RESULTS ARE INCLUDED. (ST)

Appendix H
to B&G 2019

ED019017

FL 0000707

Foreign Language Testing

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE
PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION
POSITION OR POLICY

A Comparison of

The MLA Foreign Language Proficiency Tests

for Teachers and Advanced Students with

The MLA Foreign Language Cooperative Tests

Modern Language Association of America

A COMPARISON OF THE MLA FOREIGN LANGUAGE PROFICIENCY TESTS
FOR TEACHERS AND ADVANCED STUDENTS

WITH

THE MLA FOREIGN LANGUAGE COOPERATIVE TESTS

June 1966

by

MODERN LANGUAGE ASSOCIATION OF AMERICA

F. André Paquette, Project Director
Suzanne Tollinger, Research Assistant

with the cooperation of

EDUCATIONAL TESTING SERVICE

Madeline Wallmark, Statistical Analysis Division

THE UNIVERSITY OF ILLINOIS

Richard E. Spencer, Head, Measurement and Research

HOFSTRA UNIVERSITY

Frederick J. Churchill, Professor of German
and Education

FL 000 707

The research reported herein was performed pursuant to a contract with the United States Department of Health, Education, and Welfare, Office of Education, under the provisions of Title VI, Public Law 85-864 as amended, Sec. 602.

THE VERTICAL EQUATING
of the
MLA COOPERATIVE FOREIGN LANGUAGE TESTS
and the
MLA FOREIGN LANGUAGE PROFICIENCY TESTS

In partial fulfillment of its commitments to the United States Office of Education under Contract No. OE 6-14-002, the Modern Language Association of America with the assistance of Educational Testing Service conducted a study of the comparative level of difficulty between the MLA Cooperative Foreign Language Tests and the MLA Foreign Language Proficiency Tests for Teachers and Advanced Students. This report is a summary of the vertical equating of the French, German and Spanish skills tests of the two batteries.

Design of the Study

The tests used in the study were Form MA of the French, German and Spanish Cooperative Tests in the four skills (Reading, Listening Comprehension, Speaking, and Writing) and the corresponding Proficiency Tests, Form A. The tests are listed in Table 1 with their time limits, numbers of items or scorable units, maximum possible raw scores, and converted score ranges. The Reading and Listening Comprehension Tests have four-choice items and are scored for the total number of correct responses. The Speaking and Writing Tests must be graded by professional scorers who mark some of the scorable units as right or wrong and rate the others on a three- or five-point scale. The total score on each of these tests is the sum of the rights plus the sum of the ratings.

The comparable level of difficulty of each pair of tests was to be investigated through a vertical equating process known as the "Case III" method, which is described by F. M. Lord in the Educational Testing Service research bulletin RB 50-48: Notes on Comparable Scales for Test Scores. According to this method, the two tests to be equated are administered to the same group of people, a random half of the examinees taking the tests in one order and the other half in the reverse order. This counterbalancing of the order of administration is designed to eliminate the influence of such effects as practice or fatigue on the equating.

The equating process establishes a linear relationship between the Cooperative Test (X) and the Proficiency Test (Y):

$$Y = A_x X + B_x \quad \text{or} \quad X = A_y Y + B_y ,$$

where A_x , B_x and A_y , B_y are conversion parameters.*

Administration of the Tests

Arrangements were made with the University of Illinois for the administration of the tests to students enrolled in the third and fourth semester classes in French, German or Spanish, and with Hofstra University for the administration of the German Reading and Listening Tests to third and fourth semester German students.

For the method of equating used in this study it is usual to counter-balance the order of administration by dividing the total group into random halves by "spiralling" the tests, giving every other individual tests A and B in that order, and reversing the order for the remaining examinees. In this study, however, there were several factors which made a completely random assignment of individual students to equating samples impractical: (1) the limitation imposed by the length of a class period, (2) the unequal time limit for each pair of tests, (3) the nature of the equipment available for administering the Listening Comprehension Tests, and (4) the limited facilities for administering the Speaking Tests. These problems were solved in different ways for the twelve pairs of tests.

The Speaking Tests were administered in a single session for each class section in a language laboratory that was equipped for tape recording at some positions and magnetic disc recording at others. Since each position could be operated independently of the others, the spiralling arrangement was used, and each sample can be considered as a random sample selected from the total group.

* For example, in Table 2 the conversion parameters for converting a French Cooperative Listening raw score to the comparable Proficiency raw score are given as: $A_x = 0.6382$ and $B_x = 1.5786$. To convert a Cooperative raw score of 10:

$$Y = (0.6382) \times 10 + 1.5786 = 7.9606, \text{ or } \underline{8} \text{ (comparable raw score on the French Proficiency Listening Test)}$$

The time limits for the Writing Tests were too great to permit administering both tests in a single class period. The French and Spanish students took the tests in two class periods, with one to three days intervening. The German students took both tests in a single session along with the Speaking Tests.

The speaker equipment available for the Listening Comprehension Tests made it necessary to randomize by class rather than individual, but because the number of sections was rather large, this system of sampling was considered satisfactory. The French and German students of the University of Illinois were tested in a two-hour session, taking the Reading and Listening Comprehension Tests of one battery and then the corresponding tests of the other battery. The Spanish students were tested in two class periods with a one week interval between testings. The Hofstra students were tested on Listening Comprehension in one class period and on Reading during their final examination period.

Each of these arrangements for administering a pair of tests may be expected to affect the scores in a special way. When the two tests are administered in a single session, the practice effect is maximized and the scores obtained on the second test taken would, on the average, be higher than one would otherwise expect. When the testing session is long, scores on the last test taken might be adversely affected by the fatigue effect. When the time interval between testings is relatively long, scores on the second test may be affected by the opportunity for students to communicate to each other specific information about the tests.

Results of the Study

The results of the study are summarized in the set of tables and figures appearing at the end of this report. The order in which they appear is given in the index of tables on page 10. For the sake of convenience and brevity the two batteries are referred to as Cooperative, or Coop, and Proficiency, or Prof, and the Listening Comprehension Tests as Listening. In every table Group I is used to designate the subsample that took the Cooperative Test first, and Group II the subsample that took the Proficiency Test first.

Tables 2, 3, and 4 present the summary statistics and conversion parameters for French, German, and Spanish, respectively. For each test in each pair two means and two standard deviations are given for the combined (or total) group. The first mean and standard deviation are based on the scores of the total group taken as a single sample. The second mean and standard deviation, which are in parentheses, have been adjusted to correct for practice or fatigue effect.

Table 5 summarizes the results of the analyses of covariance that were performed in order to evaluate the effects of practice and to determine whether or not the differences between subsamples were significant. In each case the Cooperative Test was used as the predictor and the Proficiency Test as the criterion. The table indicates for each statistic the probability of drawing a pair of samples of the same size from the same population with a larger value of chi-square for that statistic. If the probability P is less than .05, the two samples are considered to be significantly different in regard to that statistic.

Tables 6 through 17 are tables of comparable scores that show the relationship between scores on each pair of tests, for both raw and converted scores, as established for the equating samples used in this study. The Cooperative scores are the reference, with the comparable Proficiency scores computed to one decimal place. In some cases applying the conversion parameters to raw scores at the low end of the Cooperative raw score scale results in negative comparable scores on the Proficiency raw score scale, but it is impossible to obtain a negative score on the Proficiency Test.

Tables 18 through 41 are sets of frequency distributions with the Cooperative and the corresponding Proficiency Test distributions placed on facing pages to facilitate comparisons. The Total Group distributions are based on obtained scores with no correction or adjustment for practice.

Tables 42 and 43 are given here to help describe the equating samples used in this study by comparing them with appropriate norms groups. Table 42 presents a comparison with the second-year college norms groups that took the Cooperative Tests. The information for these groups was taken from the source material for the Booklet of Norms prepared for the Modern Language Association by Educational Testing Service in 1965. It should be

noted here that the Speaking and Writing Tests for the norms groups were scored by a professional staff at Educational Testing Service, while those for the equating samples were scored at the University of Illinois. Table 43 is a comparison with the norms groups that took the Proficiency Tests in the NDEA Foreign Language Institutes from 1961 through 1965. The information for these groups was taken from the source material for the leaflet MIA Interpretation of Scores - MIA Foreign Language Proficiency Tests for Teachers and Advanced Students, which was prepared for the Modern Language Association by Educational Testing Service in 1966. In each table the reference scale is the percentile rank scale for the appropriate norms groups.

Table 44 presents some additional information about the subsamples and shows to some degree how well balanced the subsamples are with respect to language course level, general maturity as indicated by year in college, and language achievement as measured by grade in the language course taken.

Discussion

Before discussing the results of this equating study, it would be advisable to consider some of the problems that are characteristic of any attempt to establish equivalency tables for a pair of tests. In the ETS research memorandum, The Equating of Nonparallel Tests (RM-62-2, Educational Testing Service, January 1962), W. H. Angoff discusses some of the problems and objectionable features inherent in the kind of equating used in this study: the equating of tests of different function. Some of his remarks will be of help in the interpretation of the results of this equating.

In the case of tests of the same function (parallel tests that are intended to be used interchangeably for testing groups drawn from the same population) Angoff points out four main sources of error that are characteristic of a table of equivalent scores: (1) the unreliability* of the measuring instruments, (2) the design of the equating experiment, (3) the choice of samples used to establish the conversion line, and (4) the size of the study sample. But in spite of these errors, according to Angoff it is reasonable "to postulate a unique 'true' line and to consider that errors . . . only cause random departures from this true line."

*A test is unreliable in that it represents a very small sample of all possible test questions that might be used to measure aptitude or skill. Although group performance on a test may be particular to the form of test taken, for the performance of an individual this is not necessarily true.

In the case of tests of different function the problem of establishing a table of comparable scores is more complex. It includes all of the sources of error mentioned above and additional objectionable features: the conversion line is dependent upon the particular definition of comparability employed, it is dependent upon the particular population used to establish the line, and it is affected by any kind of differential selection of the equating samples.

It was known before this study was undertaken that the two tests in each pair were dissimilar in several respects: length of test in number of scorable units, length of test in time, test difficulty, and function. Although it is true that the Proficiency Tests were designed to measure the same skills as the Cooperative Tests and in this sense serve the same function, it is also true that they were designed for a different group and for a different purpose. In addition there was the problem of scoring reliability of the Speaking and Writing Tests. In this context scoring reliability is an indication of the extent to which two scorers working independently would agree on the scores to be assigned to a given set of test papers. For the equating study the Cooperative Speaking and Writing Tests were scored in accordance with the usual practice for the Cooperative Tests at the place where they were administered, the University of Illinois, but the Proficiency Tests were scored by the professional staff at Educational Testing Service. In order to get some idea of the relative scoring standards of these two different groups of scorers, several Cooperative Speaking and Writing Tests that had been scored at Illinois were sent to ETS for rescored. The results are shown in the table below, where the Illinois score is given first, the ETS score second, and the difference third.

| <u>Cooperative French Speaking</u> | | | <u>Cooperative French Writing</u> | | |
|-------------------------------------|----|-----|------------------------------------|----|-----|
| 37 | 30 | - 7 | 57 | 55 | - 2 |
| 43 | 28 | -15 | 47 | 50 | + 3 |
| 50 | 35 | -15 | 31 | 31 | 0 |
| 43 | 26 | -17 | 55 | 53 | - 2 |
| <u>Cooperative German Speaking</u> | | | <u>Cooperative German Writing</u> | | |
| 34 | 26 | - 8 | 47 | 43 | - 4 |
| 24 | 31 | + 7 | 75 | 73 | - 2 |
| 37 | 35 | - 2 | 27 | 28 | + 1 |
| | | | 39 | 29 | -10 |
| <u>Cooperative Spanish Speaking</u> | | | <u>Cooperative Spanish Writing</u> | | |
| (No comparison made) | | | 65 | 57 | - 8 |
| | | | 78 | 69 | - 9 |
| | | | 91 | 80 | -11 |
| | | | 73 | 64 | - 9 |

Although these samples are too small to form a basis for reliable comparisons, they do point out that a scoring problem exists and suggest that Speaking and Writing scores obtained by different professional scoring groups can not be combined for statistical purposes without affecting the reliability of the results, and that a table of comparable scores obtained with one equating sample and group of professional scorers might be significantly different from a similar table obtained with a different equating sample and group of professional scorers. On theoretical grounds there would have been some advantage in having both sets of tests scored by the same group, but even this would not have eliminated the problem of scoring reliability. Any scoring system that has a subjective element presents problems in interpreting scores and limits the use of tables of comparable scores developed from it. This was the reason for not augmenting the small equating samples for German Speaking and German Writing by enlisting the cooperation of another institution.

In the designing of the equating experiment two important decisions were made: the choice of method for establishing the tables of comparable scores and the choice of equating samples. Inasmuch as the tests in each pair are so different in level of difficulty that it would be unreasonable to assume that the score distributions for any group taking both tests would have the same general characteristics, and as the tests have no common items that could be used as a basis for comparison, the equating method that seemed most appropriate was that described at the beginning of this report. The choice of sample came about through the interest expressed by Dr Richard Spencer of the University of Illinois and the prospect of getting large enough samples from a single institution. At the time that the arrangements for administering the tests were made, it was expected that each language group would consist of at least 500 students who were completing a third or fourth semester course in that language and that their language proficiency was sufficiently high that the Proficiency Tests would not be completely inappropriate for them. An additional advantage was that the Cooperative Tests were to be used as part of the final examinations, thus insuring high motivation. When it became apparent that the German samples were going to be much smaller than expected, it was not possible to obtain additional cases for the Speaking and Writing Tests, but arrangements were made with Hofstra University for the administration of the Reading and Listening

Tests. The samples for French and Spanish are quite adequate for this purpose, and although the German samples are small, they would have been satisfactory if the administration of the tests could have been better controlled.

In the counterbalancing of the administration of each pair of tests an attempt was made to divide the total sample into two random subsamples of similar characteristics. The extent to which this aim was achieved is shown in Tables 2, 3, 4, and 44. If the two subsamples were approximately equal proficiency in the skill measured, and if there was a practice effect which resulted in a slightly higher than expected score on the second test taken, then Group I, the subsample that took the Cooperative Test first, would have a lower mean than Group II on the Cooperative Test and a higher mean on the Proficiency Test. This pattern of means is shown for French Listening Comprehension, French Speaking, and Spanish Listening Comprehension. Table 44 shows that the subsamples for these three equatings are well balanced in regard to course level, student status, and grade in course. The analysis of covariance shows that in each case the two groups differ significantly and that this difference is most significant with French Listening. Table 2 shows that Group II of the French Listening is significantly less variable, particularly on the Proficiency Test, than Group I. For the other tests, since the subsamples are well matched in all other respects, the difference may be attributed to the order in which the tests were administered.

For French Reading, French Writing, and Spanish Speaking, one subsample has higher means on both tests than the other, but the differences are small. Here again the descriptive information on the subsamples shows them to be reasonably well balanced, and the analysis of covariance indicates that there is no significant difference. A comparison of the combined group means with the adjusted means shows that the effect of practice or fatigue is negligible.

In the case of Spanish Reading and Spanish Writing each group performed better on the first test taken. The sample description shows very little difference between samples. The analysis of covariance shows no significant difference between the Writing samples, indicating that the practice effect was negligible, and a significant difference with respect to intercepts for the Reading samples, indicating that the practice effect was significant.

The German equating is less satisfactory than that for French and Spanish. In addition to the fact that the samples were small, the subsamples were poorly matched, as is shown in Tables 3, 5, and 44. The best of these is German Speaking, in which case spiralling the tests among the students in each class was possible. In each case the samples are significantly different in some respect.

Conclusions

Although the tables of comparable scores that were developed in this equating experiment are of restricted use, the equating results show that the two batteries of tests have some overlap in difficulty and that for a group of students who have achieved a degree of language proficiency that is near the upper limit of the measuring range of the Cooperative Tests, the Proficiency Tests may be a satisfactory measuring instrument. This is shown graphically in Figures 1 and 2. In interpreting Figure 1, one should bear in mind that the Speaking and Writing Tests for the norms groups were scored at Educational Testing Service, while those for the equating samples were scored at the University of Illinois. If the norms groups had been scored locally, the relationship between corresponding samples might have been quite different.

The tables of comparable scores for the French Listening and Reading and the Spanish Listening and Reading are the most reliable: the samples were large, well matched, and the scoring reliability 1.00. The tables for the French and Spanish Speaking and Writing are as reliable as the subjective scoring permits and may be used for interpreting group performance. The tables for the German tests are the least reliable, not only because the samples were rather small, but because the subsamples were not as well matched as would have been desirable. The Reading and Listening equatings have the advantage of objective scoring and relatively high correlations between tests. The Speaking and Writing tables are of some use in interpreting group performance, but not individual performance.

LIST OF TABLES AND FIGURES

Table 1 Test Information

Tables 2-4 Summary Statistics and Conversion Information

Table 2 - French

Table 3 - German

Table 4 - Spanish

Table 5 Analyses of Covariance

Tables 6-17 Tables of Comparable Scores

Table 6 - French Listening

Table 7 - French Speaking

Table 8 - French Reading

Table 9 - French Writing

Table 10 - German Listening

Table 11 - German Speaking

Table 12 - German Reading

Table 13 - German Writing

Table 14 - Spanish Listening

Table 15 - Spanish Speaking

Table 16 - Spanish Reading

Table 17 - Spanish Writing

Tables 18-41 Frequency Distributions: Cooperative and Proficiency Tests

Tables 18, 19 - French Listening

Tables 20, 21 - French Speaking

Tables 22, 23 - French Reading

Tables 24, 25 - French Writing

Tables 26, 27 - German Listening

Tables 28, 29 - German Speaking

Tables 30, 31 - German Reading

Tables 32, 33 - German Writing

Tables 34, 35 - Spanish Listening

Tables 36, 37 - Spanish Speaking

Tables 38, 39 - Spanish Reading

Tables 40, 41 - Spanish Writing

Table 42 Comparison of the Equating Samples with the Second-Year College General Norms Groups on the MLA Cooperative Tests

Table 43 Comparison of the Equating Samples with the National Norms Groups on the MLA Proficiency Tests

Figure 1 Graph Corresponding to Table 42

Figure 2 Graph Corresponding to Table 43

Table 44 Description of the Equating Samples

Table 1
Test Information
MLA Cooperative and MLA Proficiency Tests

| <u>Test Title</u> | <u>Time Limit*</u> | <u>Number of Items</u> | <u>Maximum Raw Score</u> | <u>Converted Score Range</u> |
|-----------------------------------|--------------------|------------------------|--------------------------|------------------------------|
| Cooperative Tests, Form MA | | | | |
| French Listening | (25 min.) | 40 | 40 | 133-199 |
| German Listening | " | 40 | 40 | 130-182 |
| Spanish Listening | " | 40 | 40 | 125-191 |
| French Speaking | (10 min.) | 38 | 82 | 130-194 |
| German Speaking | " | 38 | 82 | 132-186 |
| Spanish Speaking | " | 38 | 82 | 113-221 |
| French Reading | 35 min. | 50 | 50 | 132-199 |
| German Reading | " | 50 | 50 | 131-200 |
| Spanish Reading | " | 50 | 50 | 131-201 |
| French Writing | 35 min. | 50 | 100 | 139-198 |
| German Writing | " | 50 | 100 | 136-189 |
| Spanish Writing | " | 50 | 100 | 135-185 |
| Proficiency Tests, Form A | | | | |
| French Listening | (20 min.) | 36 | 36 | 20- 56 |
| German Listening | " | 36 | 36 | 20- 56 |
| Spanish Listening | " | 36 | 36 | 20- 56 |
| French Speaking | (15 min.) | 53 | 105 | 20-125 |
| German Speaking | " | 53 | 105 | 20-125 |
| Spanish Speaking | " | 53 | 105 | 20-125 |
| French Reading | 40 min. | 50 | 50 | 20- 70 |
| German Reading | " | 50 | 50 | 20- 70 |
| Spanish Reading | " | 50 | 50 | 20- 70 |
| French Writing | 45 min. | 60 | 60 | 20- 80 |
| German Writing | " | 60 | 60 | 20- 80 |
| Spanish Writing | " | 60 | 60 | 20- 80 |

***NOTES:**

The time limits in parentheses are approximate--these tests are selftiming. All of the tests not marked by asterisks are scored for the total number of correct responses. The Cooperative Speaking Tests have 25 items that are marked right or wrong and 13 ratings, of which four are on a 0-3 scale and nine on a 0-5 scale. The Cooperative Writing Tests have 30 items that are marked right or wrong, 15 items that are rated on a 0-3 scale, and an essay that is rated on a 25-point scale. The Proficiency Speaking Tests have 40 items that are marked right or wrong and 13 ratings on a 0-5 scale.

Table 2

Summary Statistics and Conversion Information for the French Tests

| Test | Group* | Number of Students | X (raw score) Cooperative Test | | Y (raw score) Proficiency Test | | Conversion Parameters | |
|-----------|----------|--------------------|--------------------------------|--------------------|--------------------------------|--------------------|--------------------------------|------------------------------------|
| | | | Mean | Standard Deviation | Mean | Standard Deviation | Coop to Prof $Y = A_x X + B_x$ | Prof to Coop $X = A_y Y + B_y$ |
| Listening | Group I | 403 | 16.46 | 5.86 | 12.68 | 2.89 | .542 | $A_x = 0.6382$ $B_x = 1.5786$ |
| | Group II | 403 | 16.79 | 5.27 | 11.70 | 3.19 | .443 | $A_y = 1.5669$ $B_y = -2.4735$ |
| | Combined | 806 | 16.62 | 5.58 | 12.19 | 3.59 | .491 | |
| Speaking | Group I | 241 | 39.89 | 11.17 | 45.70 | 9.91 | .672 | $A_x = 0.8441$ $B_x = 10.1161$ |
| | Group II | 241 | 42.41 | 11.06 | 44.00 | 8.83 | .618 | $A_y = 1.1848$ $B_y = -11.9892$ |
| | Combined | 482 | 41.15 | 11.19 | 44.85 | 9.42 | .629 | |
| Reading | Group I | 404 | 27.25 | 7.59 | 16.93 | 5.25 | .616 | $A_x = 0.7007$ $B_x = -2.0929$ |
| | Group II | 404 | 27.01 | 6.95 | 16.90 | 4.94 | .561 | $A_y = 1.4272$ $B_y = 2.9859$ |
| | Combined | 808 | 27.13 | 7.28 | 16.92 | 5.10 | .590 | |
| Writing | Group I | 246 | 41.11 | 15.07 | 11.44 | 5.94 | .770 | $A_x = 0.3796$ $B_x = -4.4825$ |
| | Group II | 246 | 42.92 | 15.25 | 11.50 | 5.57 | .735 | $A_y = 2.6342$ $B_y = 11.8100$ |
| | Combined | 492 | 42.01 | 15.19 | 11.47 | 5.76 | .752 | |

*Group I took the Cooperative Test first; Group II took the Proficiency Test first. The two groups were combined for equating. There are two sets of statistics for each combined group: means and standard deviations based on the scores of the total group taken as a single sample, and, in parentheses, means and standard deviations adjusted for the practice or fatigue effect.

Table 3

Summary Statistics and Conversion Information for the German Tests

| Test | Group* | Number of Students | X (raw score) | | Y (raw score) | | Conversion Parameters | |
|-----------|----------|--------------------|-----------------------|--------------------|-----------------------|--------------------|--------------------------------|------------------------------------|
| | | | Cooperative Test Mean | Standard Deviation | Proficiency Test Mean | Standard Deviation | Coop to Prof Y = $A_x X + B_x$ | Prof to Coop X = $A_y Y + B_y$ |
| Listening | Group I | 118 | 22.76 | 6.95 | 13.18 | 6.33 | .585 | $A_x = 0.7768$ $B_x = -4.9722$ |
| | Group II | 118 | 22.44 | 7.07 | 11.99 | 4.38 | .613 | $A_y = 1.2873$ $B_y = 6.4013$ |
| | Combined | 236 | 22.60 (22.30) | 7.01 (7.01) | 12.58 (12.35) | 5.48 (5.44) | .585 | |
| Speaking | Group I | 65 | 40.32 | 9.27 | 52.05 | 12.34 | .591 | $A_x = 1.1341$ $B_x = 5.0103$ |
| | Group II | 65 | 46.37 | 13.12 | 56.29 | 13.40 | .824 | $A_y = 0.8817$ $B_y = -4.4148$ |
| | Combined | 130 | 43.35 (42.77) | 11.75 (11.36) | 54.17 (53.52) | 13.05 (12.88) | .734 | |
| Reading | Group I | 80 | 25.51 | 9.03 | 18.35 | 8.17 | .756 | $A_x = 0.8405$ $B_x = -2.5329$ |
| | Group II | 80 | 18.83 | 6.95 | 13.85 | 5.00 | .730 | $A_y = 1.1898$ $B_y = 3.0130$ |
| | Combined | 160 | 22.17 (22.50) | 8.73 (8.06) | 16.10 (16.38) | 7.14 (6.77) | .772 | |
| Writing | Group I | 101 | 57.21 | 13.83 | 11.13 | 8.74 | .717 | $A_x = 0.6267$ $B_x = -23.6036$ |
| | Group II | 101 | 60.90 | 15.27 | 15.68 | 9.51 | .740 | $A_y = 1.5956$ $B_y = 37.6640$ |
| | Combined | 202 | 59.05 (59.95) | 14.69 (14.57) | 13.41 (13.97) | 9.41 (9.13) | .733 | |

* Group I took the Cooperative Test first; Group II took the Proficiency Test first. The two groups were combined for equating. There are two sets of statistics for each combined group: means and standard deviations based on the scores of the total group taken as a single sample, and, in parentheses, means and standard deviations adjusted for the practice or fatigue effect.

Table 4

Summary Statistics and Conversion Information for the Spanish Tests

| Test | Group* | Number of Students | X (raw score) | | Y (raw score) | | Conversion Parameters | |
|-----------|----------|--------------------|---------------|--------------------|---------------|--------------------|-----------------------------------|-----------------------------------|
| | | | Mean | Standard Deviation | Mean | Standard Deviation | Coop to Prof $Y = A_X X + B_X$ | Prof to Coop $X = A_Y Y + B_Y$ |
| Listening | Group I | 205 | 20.67 | 5.73 | 14.03 | 4.18 | .553 | $A_X = 0.6761$ $B_X = -0.4436$ |
| | Group II | 205 | 21.50 | 6.32 | 13.60 | 3.98 | .558 | $A_Y = 1.4791$ $B_Y = 0.6558$ |
| | Combined | 410 | 21.09 | 6.05 | 13.81 | 4.09 | .548 | |
| Speaking | Group I | 184 | 46.64 | 8.81 | 48.24 | 9.08 | .518 | $A_X = 0.9640$ $B_X = 3.6416$ |
| | Group II | 184 | 48.48 | 10.16 | 50.74 | 9.25 | .475 | $A_Y = 1.0374$ $B_Y = -3.7803$ |
| | Combined | 368 | 47.56 | 9.55 | 49.49 | 9.25 | .500 | |
| Reading | Group I | 204 | 24.39 | 7.75 | 15.39 | 4.54 | .506 | $A_X = 0.5522$ $B_X = 2.9118$ |
| | Group II | 204 | 21.91 | 8.24 | 16.00 | 4.29 | .515 | $A_Y = 1.8110$ $B_Y = -5.2740$ |
| | Combined | 408 | 23.15 | 8.09 | 15.69 | 4.43 | .492 | |
| Writing | Group I | 203 | 56.77 | 14.39 | 15.34 | 6.26 | .644 | $A_X = 0.4077$ $B_X = -7.3840$ |
| | Group II | 203 | 55.26 | 15.90 | 15.56 | 6.11 | .729 | $A_Y = 2.4527$ $B_Y = 18.1127$ |
| | Combined | 406 | 56.01 | 15.18 | 15.45 | 6.18 | .685 | |

*Group I took the Cooperative Test first; Group II took the Proficiency Test first. The two groups were combined for equating. There are two sets of statistics for each combined group: means and standard deviations based on the scores of the total group taken as a single sample, and, in parentheses, means and standard deviations adjusted for the practice or fatigue effect.

Table 5 - Analyses of Covariance
for Differences Between Subsamples on the Cooperative and Proficiency Tests

| Test | Errors of Estimate | Levels of Significance | | (Probability of a larger value of chi-square) |
|-------------------|--------------------|------------------------|---------------|--|
| | | Regression Slopes | Intercepts | |
| French Listening | .01 > P | .02 > P > .01 | .01 > P | |
| French Speaking | .50 > P > .30 | .10 > P > .05 | .01 > P | |
| French Reading | .90 > P > .80 | .50 > P > .30 | .80 > P > .70 | |
| French Writing | .98 > P > .95 | .20 > P > .10 | .20 > P > .10 | |
| German Listening | .01 > P | .10 > P > .05 | .10 > P > .05 | |
| German Speaking | .05 > P > .02 | .80 > P > .70 | .70 > P > .50 | |
| German Reading | .01 > P | .10 > P > .05 | .70 > P > .50 | |
| German Writing | .70 > P > .50 | .90 > P > .80 | .01 > P | |
| Spanish Listening | .50 > P > .30 | .50 > P > .30 | .05 > P > .02 | |
| Spanish Speaking | .70 > P > .50 | .30 > P > .20 | .10 > P > .05 | |
| Spanish Reading | .50 > P > .30 | .70 > P > .50 | .01 > P | |
| Spanish Writing | .10 > P > .05 | P > .99 | .20 > P > .10 | |

This table gives the probability P of a larger value of chi-square for any other pair of random samples drawn from the same population. If P < .05, the two samples may be considered to be significantly different.

Table 6
Table of Comparable Scores for French Listening

| Cooperative Test, Form MA | | Proficiency Test, Form A (K-JM11) | |
|---------------------------|--------------|-----------------------------------|--------------|
| Raw Score | Scaled Score | Raw Score | Scaled Score |
| 40 | 199 | 27.1 | 47.1 |
| 39 | 198 | 26.5 | 46.5 |
| 38 | 196 | 25.8 | 45.8 |
| 37 | 195 | 25.2 | 45.2 |
| 36 | 194 | 24.6 | 44.6 |
| 35 | 193 | 23.9 | 43.9 |
| 34 | 191 | 23.3 | 43.3 |
| 33 | 190 | 22.6 | 42.6 |
| 32 | 189 | 22.0 | 42.0 |
| 31 | 187 | 21.4 | 41.4 |
| 30 | 186 | 20.7 | 40.7 |
| 29 | 184 | 20.1 | 40.1 |
| 28 | 183 | 19.4 | 39.4 |
| 27 | 182 | 18.8 | 38.8 |
| 26 | 181 | 18.2 | 38.2 |
| 25 | 179 | 17.5 | 37.5 |
| 24 | 178 | 16.9 | 36.9 |
| 23 | 177 | 16.3 | 36.3 |
| 22 | 175 | 15.6 | 35.6 |
| 21 | 174 | 15.0 | 35.0 |
| 20 | 172 | 14.3 | 34.3 |
| 19 | 170 | 13.7 | 33.7 |
| 18 | 168 | 13.1 | 33.1 |
| 17 | 166 | 12.4 | 32.4 |
| 16 | 164 | 11.8 | 31.8 |
| 15 | 162 | 11.2 | 31.2 |
| 14 | 160 | 10.5 | 30.5 |
| 13 | 158 | 9.9 | 29.9 |
| 12 | 156 | 9.2 | 29.2 |
| 11 | 154 | 8.6 | 28.6 |
| 10 | 152 | 8.0 | 28.0 |
| 9 | 149 | 7.3 | 27.3 |
| 8 | 146 | 6.7 | 26.7 |
| 7 | 144 | 6.0 | 26.0 |
| 6 | 142 | 5.4 | 25.4 |
| 5 | 141 | 4.8 | 24.8 |
| 4 | 139 | 4.1 | 24.1 |
| 3 | 137 | 3.5 | 23.5 |
| 2 | 136 | 2.9 | 22.9 |
| 1 | 135 | 2.2 | 22.2 |
| 0 | 133 | 1.6 | 21.6 |

Table 7
Table of Comparable Scores for French Speaking

| Cooperative Test Form MA | | Proficiency Test Form A (K-JMLL) | | Cooperative Test Form MA | | Proficiency Test Form A (K-JMLL) | |
|-----------------------------|--------------------|-------------------------------------|--------------------|-----------------------------|--------------------|-------------------------------------|--------------------|
| Raw Score | Converted Score | Raw Score | Converted Score | Raw Score | Converted Score | Raw Score | Converted Score |
| 82 | 194 | 79.3 | 99.3 | | | | |
| 81 | 193 | 78.5 | 98.5 | | | | |
| 80 | 192 | 77.6 | 97.6 | | | | |
| 79 | 192 | 76.8 | 96.8 | 39 | 164 | 43.0 | 63.0 |
| 78 | 191 | 76.0 | 96.0 | 38 | 164 | 42.2 | 52.2 |
| 77 | 190 | 75.1 | 95.1 | 37 | 163 | 41.3 | 51.3 |
| 76 | 190 | 74.3 | 94.3 | 36 | 162 | 40.5 | 60.5 |
| 75 | 189 | 73.4 | 93.4 | 35 | 162 | 39.7 | 59.7 |
| 74 | 189 | 72.6 | 92.6 | 34 | 161 | 38.8 | 58.8 |
| 73 | 188 | 71.7 | 91.7 | 33 | 160 | 38.0 | 58.0 |
| 72 | 187 | 70.9 | 90.9 | 32 | 159 | 37.1 | 57.1 |
| 71 | 187 | 70.0 | 90.0 | 31 | 158 | 36.3 | 56.3 |
| 70 | 186 | 69.2 | 89.2 | 30 | 157 | 35.4 | 65.4 |
| 69 | 185 | 68.4 | 88.4 | 29 | 156 | 34.6 | 54.6 |
| 68 | 185 | 67.5 | 87.5 | 28 | 155 | 33.8 | 53.8 |
| 67 | 184 | 66.7 | 86.7 | 27 | 155 | 32.9 | 52.9 |
| 66 | 184 | 65.8 | 85.8 | 26 | 154 | 32.1 | 52.1 |
| 65 | 183 | 65.0 | 85.0 | 25 | 153 | 31.2 | 51.2 |
| 64 | 182 | 64.1 | 84.1 | 24 | 152 | 30.4 | 50.4 |
| 63 | 182 | 63.3 | 83.3 | 23 | 151 | 29.5 | 49.5 |
| 62 | 181 | 62.5 | 82.5 | 22 | 150 | 28.7 | 48.7 |
| 61 | 180 | 61.6 | 81.6 | 21 | 149 | 27.8 | 47.8 |
| 60 | 180 | 60.8 | 80.8 | 20 | 148 | 27.0 | 57.0 |
| 59 | 179 | 59.9 | 79.9 | 19 | 147 | 26.2 | 46.2 |
| 58 | 178 | 59.1 | 79.1 | 18 | 146 | 25.3 | 45.3 |
| 57 | 178 | 58.2 | 78.2 | 17 | 144 | 24.5 | 44.5 |
| 56 | 177 | 57.4 | 77.4 | 16 | 143 | 23.6 | 43.6 |
| 55 | 177 | 56.5 | 76.5 | 15 | 142 | 22.8 | 42.8 |
| 54 | 176 | 55.7 | 75.7 | 14 | 141 | 21.9 | 41.9 |
| 53 | 176 | 54.9 | 74.9 | 13 | 140 | 21.1 | 41.1 |
| 52 | 175 | 54.0 | 74.0 | 12 | 139 | 20.2 | 40.2 |
| 51 | 174 | 53.2 | 73.2 | 11 | 139 | 19.4 | 39.4 |
| 50 | 174 | 52.3 | 72.3 | 10 | 138 | 18.6 | 38.6 |
| 49 | 173 | 51.5 | 71.5 | 9 | 137 | 17.7 | 37.7 |
| 48 | 172 | 50.6 | 70.6 | 8 | 136 | 16.9 | 36.9 |
| 47 | 171 | 49.8 | 69.8 | 7 | 136 | 16.0 | 36.0 |
| 46 | 170 | 48.9 | 68.9 | 6 | 135 | 15.2 | 35.2 |
| 45 | 169 | 48.1 | 68.1 | 5 | 134 | 14.3 | 34.3 |
| 44 | 168 | 47.3 | 67.3 | 4 | 133 | 13.5 | 33.5 |
| 43 | 167 | 46.4 | 66.4 | 3 | 133 | 12.6 | 32.6 |
| 42 | 166 | 45.6 | 65.6 | 2 | 132 | 11.8 | 31.8 |
| 41 | 166 | 44.7 | 64.7 | 1 | 131 | 11.0 | 31.0 |
| 40 | 165 | 43.9 | 63.9 | 0 | 130 | 10.1 | 30.1 |

Table 8
Table of Comparable Scores for French Reading

| Cooperative Test Form MA | | Proficiency Test Form A (K-JML1) | | Cooperative Test Form A | | Proficiency Test Form A (K-JML1) | |
|-----------------------------|--------------------|-------------------------------------|--------------------|----------------------------|--------------------|-------------------------------------|--------------------|
| Raw Score | Converted Score | Raw Score | Converted Score | Raw Score | Converted Score | Raw Score | Converted Score |
| 50 | 199 | 32.9 | 52.9 | 19 | 169 | 11.2 | 31.2 |
| 49 | 198 | 32.2 | 52.2 | 18 | 168 | 10.5 | 30.5 |
| 48 | 197 | 31.5 | 51.5 | 17 | 166 | 9.8 | 29.8 |
| 47 | 196 | 30.8 | 50.8 | 16 | 164 | 9.1 | 29.1 |
| 46 | 195 | 30.1 | 50.1 | 15 | 162 | 8.4 | 28.4 |
| 45 | 194 | 29.4 | 49.4 | 14 | 160 | 7.7 | 27.7 |
| 44 | 193 | 28.7 | 48.7 | 13 | 158 | 7.0 | 27.0 |
| 43 | 192 | 28.0 | 48.0 | 12 | 155 | 6.3 | 26.3 |
| 42 | 191 | 27.3 | 47.3 | 11 | 153 | 5.6 | 25.6 |
| 41 | 190 | 26.6 | 46.6 | 10 | 151 | 4.9 | 24.9 |
| 40 | 189 | 25.9 | 45.9 | 9 | 149 | 4.2 | 24.2 |
| 39 | 189 | 25.2 | 45.2 | 8 | 148 | 3.5 | 23.5 |
| 38 | 188 | 24.5 | 44.5 | 7 | 146 | 2.8 | 22.8 |
| 37 | 187 | 23.8 | 43.8 | 6 | 144 | 4.1 | 22.1 |
| 36 | 186 | 23.1 | 43.1 | 5 | 142 | 1.4 | 21.4 |
| 35 | 185 | 22.4 | 42.4 | 4 | 140 | 0.7 | 20.7 |
| 34 | 184 | 21.7 | 41.7 | 3 | 138 | 0.0 | 20.0 |
| 33 | 183 | 21.0 | 41.0 | 2 | 135 | - 0.7 | 19.3 |
| 32 | 182 | 20.3 | 40.3 | 1 | 133 | - 1.4 | 18.6 |
| 31 | 181 | 19.6 | 39.6 | 0 | 132 | - 2.1 | 17.9 |
| 30 | 180 | 18.9 | 38.9 | | | | |
| 29 | 179 | 18.2 | 38.2 | | | | |
| 28 | 178 | 17.5 | 37.5 | | | | |
| 27 | 177 | 16.8 | 36.8 | | | | |
| 26 | 176 | 16.1 | 36.1 | | | | |
| 25 | 175 | 15.4 | 35.4 | | | | |
| 24 | 174 | 14.7 | 34.7 | | | | |
| 23 | 174 | 14.0 | 34.0 | | | | |
| 22 | 173 | 13.3 | 33.3 | | | | |
| 21 | 171 | 12.6 | 32.6 | | | | |
| 20 | 170 | 11.9 | 31.9 | | | | |

Table 9
Table of Comparable Scores for French Writing

| Cooperative Test | | Proficiency Test | | Cooperative Test | | Proficiency Test | |
|------------------|-----------|------------------|-----------|------------------|-----------|------------------|-----------|
| Raw | Converted | Raw | Converted | Raw | Converted | Raw | Converted |
| 100 | 198 | 33.5 | 53.5 | | | | |
| 99 | 197 | 33.1 | 53.1 | 49 | 173 | 14.1 | 34.1 |
| 98 | 197 | 32.7 | 52.7 | 48 | 172 | 13.7 | 33.7 |
| 97 | 196 | 32.3 | 52.3 | 47 | 172 | 13.4 | 33.4 |
| 96 | 196 | 32.0 | 52.0 | 46 | 171 | 13.0 | 33.0 |
| 95 | 195 | 31.6 | 51.6 | 45 | 171 | 12.6 | 32.6 |
| 94 | 195 | 31.2 | 51.2 | 44 | 170 | 12.2 | 32.2 |
| 93 | 194 | 30.8 | 50.8 | 43 | 170 | 11.8 | 31.8 |
| 92 | 194 | 30.4 | 50.1 | 42 | 169 | 11.5 | 31.5 |
| 91 | 193 | 30.1 | 50.1 | 41 | 168 | 11.1 | 31.1 |
| 90 | 193 | 29.7 | 49.7 | 40 | 168 | 10.7 | 30.7 |
| 89 | 192 | 29.3 | 49.3 | 39 | 167 | 10.3 | 30.3 |
| 88 | 192 | 28.9 | 48.9 | 38 | 166 | 9.9 | 29.9 |
| 87 | 192 | 28.5 | 48.5 | 37 | 166 | 9.6 | 29.6 |
| 86 | 191 | 28.2 | 48.2 | 36 | 165 | 9.2 | 29.2 |
| 85 | 191 | 27.8 | 47.8 | 35 | 164 | 8.8 | 28.8 |
| 84 | 190 | 27.4 | 47.4 | 34 | 164 | 8.4 | 28.4 |
| 83 | 190 | 27.0 | 47.0 | 33 | 163 | 8.0 | 28.0 |
| 82 | 189 | 26.6 | 46.6 | 32 | 162 | 7.7 | 27.7 |
| 81 | 189 | 26.3 | 46.3 | 31 | 162 | 7.3 | 27.3 |
| 80 | 188 | 25.9 | 45.9 | 30 | 161 | 6.9 | 26.9 |
| 79 | 188 | 25.5 | 45.5 | 29 | 160 | 6.5 | 26.5 |
| 78 | 187 | 25.1 | 45.1 | 28 | 160 | 6.1 | 26.1 |
| 77 | 187 | 24.7 | 44.7 | 27 | 159 | 5.8 | 25.8 |
| 76 | 186 | 24.4 | 44.4 | 26 | 158 | 5.4 | 25.4 |
| 75 | 186 | 24.0 | 44.0 | 25 | 157 | 5.0 | 25.0 |
| 74 | 185 | 23.6 | 43.6 | 24 | 157 | 4.6 | 24.6 |
| 73 | 185 | 23.2 | 43.2 | 23 | 156 | 4.2 | 24.2 |
| 72 | 184 | 22.8 | 42.8 | 22 | 155 | 3.9 | 23.9 |
| 71 | 184 | 22.5 | 42.5 | 21 | 155 | 3.5 | 23.5 |
| 70 | 183 | 22.1 | 42.1 | 20 | 154 | 3.1 | 23.1 |
| 69 | 183 | 21.7 | 41.7 | 19 | 154 | 2.7 | 22.7 |
| 68 | 182 | 21.3 | 41.3 | 18 | 153 | 2.4 | 22.4 |
| 67 | 182 | 21.0 | 41.0 | 17 | 152 | 2.0 | 22.0 |
| 66 | 181 | 20.6 | 40.6 | 16 | 151 | 1.6 | 21.6 |
| 65 | 181 | 20.2 | 40.2 | 15 | 151 | 1.2 | 21.2 |
| 64 | 180 | 19.8 | 39.8 | 14 | 150 | .8 | 20.8 |
| 63 | 180 | 19.4 | 39.4 | 13 | 149 | .5 | 20.5 |
| 62 | 179 | 19.1 | 39.1 | 12 | 148 | .1 | 20.1 |
| 61 | 179 | 18.7 | 38.7 | 11 | 148 | -.3* | 19.7 |
| 60 | 178 | 18.3 | 38.3 | 10 | 147 | -.7 | 19.3 |
| 59 | 178 | 17.9 | 37.9 | 9 | 146 | -.1.1 | 18.9 |
| 58 | 177 | 17.5 | 37.5 | 8 | 145 | -.1.4 | 18.6 |
| 57 | 177 | 17.2 | 37.2 | 7 | 145 | -.1.8 | 18.2 |
| 56 | 176 | 16.8 | 36.8 | 6 | 144 | -.2.2 | 17.8 |
| 55 | 176 | 16.4 | 36.4 | 5 | 143 | -.2.6 | 17.4 |
| 54 | 175 | 16.0 | 36.0 | 4 | 141 | -.3.0 | 17.0 |
| 53 | 175 | 15.6 | 35.6 | 3 | 140 | -.3.3 | 16.7 |
| 52 | 174 | 15.3 | 35.3 | 2 | 140 | -.3.7 | 16.3 |
| 51 | 174 | 14.9 | 34.9 | 1 | 139 | -.4.1 | 15.9 |
| 50 | 173 | 14.5 | 34.5 | 0 | 139 | -.4.5 | 15.5 |

*These scores are below the lowest obtainable score on the Proficiency Test.

Table 10
Table of Comparable Scores for German Listening

| Cooperative Test, Form MA | | Proficiency Test, Form A (K-JML1) | |
|---------------------------|--------------|-----------------------------------|--------------|
| Raw Score | Scaled Score | Raw Score | Scaled Score |
| 40 | 182 | 26.1 | 46.1 |
| 39 | 181 | 25.3 | 45.3 |
| 38 | 181 | 24.5 | 44.5 |
| 37 | 179 | 23.8 | 43.8 |
| 36 | 178 | 23.0 | 43.0 |
| 35 | 177 | 22.2 | 42.2 |
| 34 | 176 | 21.4 | 41.4 |
| 33 | 175 | 20.7 | 40.7 |
| 32 | 173 | 19.9 | 39.9 |
| 31 | 173 | 19.1 | 39.1 |
| 30 | 172 | 18.3 | 38.3 |
| 29 | 171 | 17.6 | 37.6 |
| 28 | 170 | 16.8 | 36.8 |
| 27 | 169 | 16.0 | 36.0 |
| 26 | 168 | 15.2 | 35.2 |
| 25 | 167 | 14.4 | 34.4 |
| 24 | 166 | 13.7 | 33.7 |
| 23 | 165 | 12.9 | 32.9 |
| 22 | 164 | 12.1 | 32.1 |
| 21 | 163 | 11.3 | 31.3 |
| 20 | 162 | 10.6 | 30.6 |
| 19 | 160 | 9.8 | 29.8 |
| 18 | 158 | 9.0 | 29.0 |
| 17 | 156 | 8.2 | 28.2 |
| 16 | 154 | 7.5 | 27.5 |
| 15 | 153 | 6.7 | 26.7 |
| 14 | 151 | 5.9 | 25.9 |
| 13 | 149 | 5.1 | 25.1 |
| 12 | 148 | 4.3 | 24.3 |
| 11 | 146 | 3.6 | 23.6 |
| 10 | 143 | 2.8 | 22.8 |
| 9 | 141 | 2.0 | 22.0 |
| 8 | 139 | 1.2 | 21.2 |
| 7 | 138 | .5 | 20.5 |
| 6 | 137 | -.3* | 19.7 |
| 5 | 136 | -.1.1 | 18.9 |
| 4 | 135 | -.1.9 | 18.1 |
| 3 | 133 | -.2.6 | 17.4 |
| 2 | 132 | -.3.4 | 16.6 |
| 1 | 131 | -.4.2 | 15.8 |
| 0 | 130 | -.5.0 | 15.0 |

*These scores are below the lowest obtainable score on the Proficiency Test.

Table 11
Table of Comparable Scores for German Speaking

| Cooperative Test Form MA | | Proficiency Test Form A (K-JMLL) | | Cooperative Test Form MA | | Proficiency Test Form A (K-JMLL) | |
|-----------------------------|--------------------|-------------------------------------|--------------------|-----------------------------|--------------------|-------------------------------------|--------------------|
| Raw Score | Converted Score | Raw Score | Converted Score | Raw Score | Converted Score | Raw Score | Converted Score |
| 82 | 186 | 98.0 | 118.0 | | | | |
| 81 | 185 | 96.9 | 116.9 | | | | |
| 80 | 185 | 95.7 | 115.7 | | | | |
| 79 | 184 | 94.6 | 114.6 | 39 | 161 | 49.2 | 69.2 |
| 78 | 184 | 93.5 | 113.5 | 38 | 160 | 48.1 | 68.1 |
| 77 | 184 | 92.3 | 112.3 | 37 | 159 | 47.0 | 67.0 |
| 76 | 183 | 91.2 | 111.2 | 36 | 158 | 45.8 | 65.8 |
| 75 | 183 | 90.1 | 110.1 | 35 | 157 | 44.7 | 64.7 |
| 74 | 182 | 88.9 | 108.9 | 34 | 157 | 43.6 | 63.6 |
| 73 | 182 | 87.8 | 107.8 | 33 | 156 | 42.4 | 62.4 |
| 72 | 181 | 86.7 | 106.7 | 32 | 155 | 41.3 | 61.3 |
| 71 | 181 | 85.5 | 105.5 | 31 | 155 | 40.2 | 60.2 |
| 70 | 180 | 84.4 | 104.4 | 30 | 154 | 39.0 | 59.0 |
| 69 | 180 | 83.3 | 103.3 | 29 | 153 | 37.9 | 57.9 |
| 68 | 179 | 82.1 | 102.1 | 28 | 152 | 36.8 | 56.8 |
| 67 | 179 | 81.0 | 101.0 | 27 | 152 | 35.6 | 55.6 |
| 66 | 178 | 79.9 | 99.9 | 26 | 151 | 34.5 | 54.5 |
| 65 | 177 | 78.7 | 98.7 | 25 | 150 | 33.4 | 53.4 |
| 64 | 177 | 77.6 | 97.6 | 24 | 149 | 32.2 | 52.2 |
| 63 | 176 | 76.5 | 96.5 | 23 | 148 | 31.1 | 51.1 |
| 62 | 175 | 75.3 | 95.3 | 22 | 147 | 30.0 | 50.0 |
| 61 | 174 | 74.2 | 94.2 | 21 | 146 | 28.8 | 48.8 |
| 60 | 174 | 73.1 | 93.1 | 20 | 146 | 27.7 | 47.7 |
| 59 | 173 | 71.9 | 91.9 | 19 | 145 | 26.6 | 46.6 |
| 58 | 173 | 70.8 | 90.8 | 18 | 143 | 25.4 | 45.4 |
| 57 | 172 | 69.7 | 89.7 | 17 | 142 | 24.3 | 44.3 |
| 56 | 172 | 68.5 | 88.5 | 16 | 141 | 23.2 | 43.2 |
| 55 | 171 | 67.4 | 87.4 | 15 | 140 | 22.0 | 42.0 |
| 54 | 171 | 66.3 | 86.3 | 14 | 139 | 20.9 | 40.9 |
| 53 | 170 | 65.1 | 85.1 | 13 | 139 | 19.8 | 39.8 |
| 52 | 170 | 64.0 | 84.0 | 12 | 138 | 18.6 | 38.6 |
| 51 | 169 | 62.8 | 82.8 | 11 | 138 | 17.5 | 37.5 |
| 50 | 168 | 61.7 | 81.7 | 10 | 137 | 16.4 | 36.4 |
| 49 | 167 | 60.6 | 80.6 | 9 | 137 | 15.2 | 35.2 |
| 48 | 166 | 59.4 | 79.4 | 8 | 136 | 14.1 | 34.1 |
| 47 | 166 | 58.3 | 78.3 | 7 | 136 | 12.9 | 32.9 |
| 46 | 165 | 57.2 | 77.2 | 6 | 135 | 11.8 | 31.8 |
| 45 | 165 | 56.0 | 76.0 | 5 | 134 | 10.7 | 30.7 |
| 44 | 164 | 54.9 | 74.9 | 4 | 134 | 9.5 | 29.5 |
| 43 | 164 | 53.8 | 73.8 | 3 | 133 | 8.4 | 28.4 |
| 42 | 163 | 52.6 | 72.6 | 2 | 133 | 7.3 | 27.3 |
| 41 | 162 | 51.5 | 71.5 | 1 | 132 | 6.1 | 26.1 |
| 40 | 162 | 50.4 | 70.4 | 0 | 132 | 5.0 | 25.0 |

Table 12
Table of Comparable Scores for German Reading

| Cooperative Test Form MA | | Proficiency Test Form A (K-JML1) | | Cooperative Test Form MA | | Proficiency Test Form A (K-JML1) | |
|-----------------------------|--------------------|-------------------------------------|--------------------|-----------------------------|--------------------|-------------------------------------|--------------------|
| Raw Score | Converted Score | Raw Score | Converted Score | Raw Score | Converted Score | Raw Score | Converted Score |
| 50 | 200 | 39.5 | 59.5 | 19 | 166 | 13.4 | 33.4 |
| 49 | 199 | 38.7 | 58.7 | 18 | 164 | 12.6 | 32.6 |
| 48 | 198 | 37.8 | 57.8 | 17 | 162 | 11.8 | 31.8 |
| 47 | 197 | 37.0 | 57.0 | 16 | 160 | 10.9 | 30.9 |
| 46 | 196 | 36.1 | 56.1 | 15 | 158 | 10.1 | 30.1 |
| 45 | 195 | 35.3 | 55.3 | 14 | 156 | 9.2 | 29.2 |
| 44 | 194 | 34.4 | 54.4 | 13 | 154 | 8.4 | 28.4 |
| 43 | 193 | 33.6 | 53.6 | 12 | 152 | 7.6 | 27.6 |
| 42 | 192 | 32.8 | 52.8 | 11 | 150 | 6.7 | 26.7 |
| 41 | 191 | 31.9 | 51.9 | 10 | 148 | 5.9 | 25.9 |
| 40 | 190 | 31.1 | 51.1 | 9 | 146 | 5.0 | 25.0 |
| 39 | 189 | 30.2 | 50.2 | 8 | 144 | 4.2 | 24.2 |
| 38 | 188 | 29.4 | 49.4 | 7 | 141 | 3.4 | 23.4 |
| 37 | 187 | 28.6 | 48.6 | 6 | 139 | 2.5 | 22.5 |
| 36 | 186 | 27.7 | 47.7 | 5 | 137 | 1.7 | 21.7 |
| 35 | 185 | 26.9 | 46.9 | 4 | 136 | .8 | 20.8 |
| 34 | 184 | 26.0 | 46.0 | 3 | 135 | .0 | 20.0 |
| 33 | 183 | 25.2 | 45.2 | 2 | 134 | -.8* | 19.2 |
| 32 | 182 | 24.4 | 44.4 | 1 | 132 | -.1.7 | 18.3 |
| 31 | 181 | 23.5 | 43.5 | 0 | 131 | -.2.5 | 17.5 |
| 30 | 180 | 22.7 | 42.7 | | | | |
| 29 | 179 | 21.8 | 41.8 | | | | |
| 28 | 178 | 21.0 | 41.0 | | | | |
| 27 | 177 | 20.2 | 40.2 | | | | |
| 26 | 176 | 19.3 | 39.3 | | | | |
| 25 | 175 | 18.5 | 38.5 | | | | |
| 24 | 173 | 17.6 | 37.6 | | | | |
| 23 | 172 | 16.8 | 36.8 | | | | |
| 22 | 170 | 16.0 | 36.0 | | | | |
| 21 | 169 | 15.1 | 35.1 | | | | |
| 20 | 167 | 14.3 | 34.3 | | | | |

*These scores are below the lowest obtainable score on the Proficiency Test.

Table 13
Table of Comparable Scores for German Writing

| Cooperative Test | | Proficiency Test | | Cooperative Test | | Proficiency Test | |
|------------------|-----------|------------------|-----------|------------------|-----------|------------------|-----------|
| Raw | Converted | Raw | Converted | Raw | Converted | Raw | Converted |
| 100 | 189 | 39.1 | 59.1 | | | | |
| 99 | 189 | 38.4 | 58.4 | 49 | 167 | 7.1 | 27.1 |
| 98 | 188 | 37.8 | 57.8 | 48 | 167 | 6.5 | 26.5 |
| 97 | 188 | 37.2 | 57.2 | 47 | 167 | 5.9 | 25.9 |
| 96 | 187 | 36.6 | 56.6 | 46 | 166 | 5.2 | 25.2 |
| 95 | 187 | 35.9 | 55.9 | 45 | 166 | 4.6 | 24.6 |
| 94 | 186 | 35.3 | 55.3 | 44 | 165 | 4.0 | 24.0 |
| 93 | 186 | 34.7 | 54.7 | 43 | 165 | 3.3 | 23.3 |
| 92 | 185 | 34.1 | 54.1 | 42 | 164 | 2.7 | 22.7 |
| 91 | 185 | 33.4 | 53.4 | 41 | 164 | 2.1 | 22.1 |
| 90 | 184 | 32.8 | 52.8 | 40 | 163 | 1.5 | 21.5 |
| 89 | 184 | 32.2 | 52.2 | 39 | 163 | 0.8 | 20.8 |
| 88 | 183 | 31.5 | 51.5 | 38 | 163 | 0.2 | 20.2 |
| 87 | 183 | 30.9 | 50.9 | 37 | 162 | - 0.4* | 19.6 |
| 86 | 182 | 30.3 | 50.3 | 36 | 162 | - 1.0 | 19.0 |
| 85 | 182 | 29.7 | 49.7 | 35 | 161 | - 1.7 | 18.3 |
| 84 | 181 | 29.0 | 49.0 | 34 | 160 | - 2.3 | 17.7 |
| 83 | 181 | 28.4 | 48.4 | 33 | 159 | - 2.9 | 17.1 |
| 82 | 180 | 27.8 | 47.8 | 32 | 158 | - 3.5 | 16.5 |
| 81 | 180 | 27.2 | 47.2 | 31 | 158 | - 4.2 | 15.8 |
| 80 | 179 | 26.5 | 46.5 | 30 | 157 | - 4.8 | 15.2 |
| 79 | 179 | 25.9 | 45.9 | 29 | 156 | - 5.4 | 14.6 |
| 78 | 178 | 25.3 | 45.3 | 28 | 156 | - 6.1 | 13.9 |
| 77 | 178 | 24.7 | 44.7 | 27 | 155 | - 6.7 | 13.3 |
| 76 | 177 | 24.0 | 44.0 | 26 | 155 | - 7.3 | 12.7 |
| 75 | 177 | 23.4 | 43.4 | 25 | 154 | - 7.9 | 12.1 |
| 74 | 176 | 22.8 | 42.8 | 24 | 153 | - 8.6 | 11.4 |
| 73 | 176 | 22.1 | 42.1 | 23 | 153 | - 9.2 | 10.8 |
| 72 | 175 | 21.5 | 41.5 | 22 | 152 | - 9.8 | 10.2 |
| 71 | 175 | 20.9 | 40.9 | 21 | 152 | -10.4 | 9.6 |
| 70 | 175 | 20.3 | 40.3 | 20 | 151 | -11.1 | 8.9 |
| 69 | 174 | 19.6 | 39.6 | 19 | 150 | -11.7 | 8.3 |
| 68 | 174 | 19.0 | 39.0 | 18 | 149 | -12.3 | 7.7 |
| 67 | 174 | 18.4 | 38.4 | 17 | 149 | -12.9 | 7.1 |
| 66 | 173 | 17.8 | 37.8 | 16 | 148 | -13.6 | 6.4 |
| 65 | 173 | 17.1 | 37.1 | 15 | 147 | -14.2 | 5.8 |
| 64 | 173 | 16.5 | 36.5 | 14 | 147 | -14.8 | 5.2 |
| 63 | 172 | 15.9 | 35.9 | 13 | 146 | -15.5 | 4.5 |
| 62 | 172 | 15.3 | 35.3 | 12 | 145 | -16.1 | 3.9 |
| 61 | 172 | 14.6 | 34.6 | 11 | 144 | -16.7 | 3.3 |
| 60 | 171 | 14.0 | 34.0 | 10 | 143 | -17.3 | 2.7 |
| 59 | 171 | 13.4 | 33.4 | 9 | 143 | -18.0 | 2.0 |
| 58 | 171 | 12.7 | 32.7 | 8 | 142 | -18.6 | 1.4 |
| 57 | 170 | 12.1 | 32.1 | 7 | 141 | -19.2 | 0.8 |
| 56 | 170 | 11.5 | 31.5 | 6 | 141 | -19.8 | 0.2 |
| 55 | 170 | 10.9 | 30.9 | 5 | 140 | -20.5 | - 0.5 |
| 54 | 169 | 10.2 | 30.2 | 4 | 139 | -20.1 | - 1.1 |
| 53 | 169 | 9.6 | 29.6 | 3 | 138 | -21.7 | - 1.7 |
| 52 | 168 | 9.0 | 29.0 | 2 | 138 | -22.4 | - 2.4 |
| 51 | 168 | 8.4 | 28.4 | 1 | 137 | -23.0 | - 3.0 |
| 50 | 168 | 7.7 | 27.7 | 0 | 136 | -23.6 | - 3.6 |

*These scores are below the lowest obtainable score on the Proficiency Test.

Table 14

Table of Comparable Scores for Spanish Listening

| Cooperative Test, Form MA | | Proficiency Test, Form A (K-JML1) | |
|---------------------------|--------------|-----------------------------------|--------------|
| Raw Score | Scaled Score | Raw Score | Scaled Score |
| 40 | 191 | 26.6 | 46.6 |
| 39 | 190 | 25.9 | 45.9 |
| 38 | 189 | 25.2 | 45.2 |
| 37 | 188 | 24.6 | 44.6 |
| 36 | 187 | 23.9 | 43.9 |
| 35 | 186 | 23.2 | 43.2 |
| 34 | 185 | 22.5 | 42.5 |
| 33 | 184 | 21.9 | 41.9 |
| 32 | 183 | 21.2 | 41.2 |
| 31 | 181 | 20.5 | 40.5 |
| 30 | 180 | 19.8 | 39.8 |
| 29 | 178 | 19.2 | 39.2 |
| 28 | 177 | 18.5 | 38.5 |
| 27 | 176 | 17.8 | 37.8 |
| 26 | 174 | 17.1 | 37.1 |
| 25 | 173 | 16.5 | 36.5 |
| 24 | 172 | 15.8 | 35.8 |
| 23 | 170 | 15.1 | 35.1 |
| 22 | 169 | 14.4 | 34.4 |
| 21 | 167 | 13.8 | 33.8 |
| 20 | 166 | 13.1 | 33.1 |
| 19 | 164 | 12.4 | 32.4 |
| 18 | 162 | 11.7 | 31.7 |
| 17 | 160 | 11.1 | 31.1 |
| 16 | 158 | 10.4 | 30.4 |
| 15 | 155 | 9.7 | 29.7 |
| 14 | 152 | 9.0 | 29.0 |
| 13 | 150 | 8.3 | 28.3 |
| 12 | 148 | 7.7 | 27.7 |
| 11 | 146 | 7.0 | 27.0 |
| 10 | 144 | 6.3 | 26.3 |
| 9 | 141 | 5.6 | 25.6 |
| 8 | 139 | 5.0 | 25.0 |
| 7 | 137 | 4.3 | 24.3 |
| 6 | 135 | 3.6 | 23.6 |
| 5 | 133 | 2.9 | 22.9 |
| 4 | 132 | 2.3 | 22.3 |
| 3 | 130 | 1.6 | 21.6 |
| 2 | 129 | 0.9 | 20.9 |
| 1 | 127 | 0.2 | 20.2 |
| 0 | 125 | - 0.5* | 19.5 |

*This score is below the lowest obtainable score on the Proficiency Test.

Table 15
Table of Comparable Scores for Spanish Speaking

| Cooperative Test Form MA | | Proficiency Test Form A (K-JML1) | | Cooperative Test Form MA | | Proficiency Test Form A (K-JML1) | |
|-----------------------------|--------------------|-------------------------------------|--------------------|-----------------------------|--------------------|-------------------------------------|--------------------|
| Raw Score | Converted Score | Raw Score | Converted Score | Raw Score | Converted Score | Raw Score | Converted Score |
| 82 | 221 | 82.7 | 102.7 | | | | |
| 81 | 220 | 81.7 | 101.7 | | | | |
| 80 | 218 | 80.8 | 100.8 | | | | |
| 79 | 217 | 79.8 | 99.8 | 39 | 169 | 41.2 | 61.2 |
| 78 | 216 | 78.8 | 98.8 | 38 | 168 | 40.3 | 60.3 |
| 77 | 215 | 77.9 | 97.9 | 37 | 166 | 39.3 | 59.3 |
| 76 | 213 | 76.9 | 96.9 | 36 | 163 | 38.3 | 58.3 |
| 75 | 212 | 75.9 | 95.9 | 35 | 160 | 37.4 | 57.4 |
| 74 | 211 | 75.0 | 95.0 | 34 | 158 | 36.4 | 56.4 |
| 73 | 210 | 74.0 | 94.0 | 33 | 156 | 35.5 | 55.5 |
| 72 | 209 | 73.0 | 93.0 | 32 | 154 | 34.5 | 54.5 |
| 71 | 208 | 72.1 | 92.1 | 31 | 153 | 33.5 | 53.5 |
| 70 | 206 | 71.1 | 91.1 | 30 | 152 | 32.6 | 52.6 |
| 69 | 205 | 70.2 | 90.2 | 29 | 151 | 31.6 | 51.6 |
| 68 | 204 | 69.2 | 89.2 | 28 | 149 | 30.6 | 50.6 |
| 67 | 203 | 68.2 | 88.2 | 27 | 148 | 29.7 | 49.7 |
| 66 | 201 | 67.3 | 87.3 | 26 | 147 | 28.7 | 48.7 |
| 65 | 200 | 66.3 | 86.3 | 25 | 145 | 27.7 | 47.7 |
| 64 | 199 | 65.3 | 85.3 | 24 | 143 | 26.8 | 46.8 |
| 63 | 198 | 64.4 | 84.4 | 23 | 142 | 25.8 | 45.8 |
| 62 | 197 | 63.4 | 83.4 | 22 | 140 | 24.8 | 44.8 |
| 61 | 196 | 62.4 | 82.4 | 21 | 138 | 23.9 | 43.9 |
| 60 | 194 | 61.5 | 81.5 | 20 | 137 | 22.9 | 42.9 |
| 59 | 193 | 60.5 | 80.5 | 19 | 135 | 22.0 | 42.0 |
| 58 | 192 | 59.6 | 79.6 | 18 | 133 | 21.0 | 41.0 |
| 57 | 191 | 58.6 | 78.6 | 17 | 132 | 20.0 | 40.0 |
| 56 | 190 | 57.6 | 77.6 | 16 | 130 | 19.1 | 39.1 |
| 55 | 188 | 56.7 | 76.7 | 15 | 129 | 18.1 | 38.1 |
| 54 | 187 | 55.7 | 75.7 | 14 | 128 | 17.1 | 37.1 |
| 53 | 186 | 54.7 | 74.7 | 13 | 127 | 16.2 | 36.2 |
| 52 | 185 | 53.8 | 73.8 | 12 | 126 | 15.2 | 35.2 |
| 51 | 184 | 52.8 | 72.8 | 11 | 125 | 14.2 | 34.2 |
| 50 | 183 | 51.8 | 71.8 | 10 | 124 | 13.3 | 33.3 |
| 49 | 182 | 50.9 | 70.9 | 9 | 123 | 12.3 | 32.3 |
| 48 | 181 | 49.9 | 69.9 | 8 | 122 | 11.4 | 31.4 |
| 47 | 180 | 48.9 | 68.9 | 7 | 121 | 10.4 | 30.4 |
| 46 | 179 | 48.0 | 68.0 | 6 | 120 | 9.4 | 29.4 |
| 45 | 178 | 47.0 | 67.0 | 5 | 119 | 8.5 | 28.5 |
| 44 | 176 | 46.1 | 66.1 | 4 | 118 | 7.5 | 27.5 |
| 43 | 175 | 45.1 | 65.1 | 3 | 117 | 6.5 | 26.5 |
| 42 | 174 | 44.1 | 64.1 | 2 | 115 | 5.6 | 25.6 |
| 41 | 173 | 43.2 | 63.2 | 1 | 114 | 4.6 | 24.6 |
| 40 | 171 | 42.2 | 62.2 | 0 | 113 | 3.6 | 23.6 |

Table 16
Table of Comparable Scores for Spanish Reading

| Cooperative Test Form MA | | Proficiency Test Form A (K-JML1) | | Cooperative Test Form MA | | Proficiency Test Form A (K-JML1) | |
|-----------------------------|--------------------|-------------------------------------|--------------------|-----------------------------|--------------------|-------------------------------------|--------------------|
| Raw Score | Converted Score | Raw Score | Converted Score | Raw Score | Converted Score | Raw Score | Converted Score |
| 50 | 201 | 30.5 | 50.5 | 19 | 167 | 13.4 | 33.4 |
| 49 | 200 | 30.0 | 50.0 | 18 | 166 | 12.9 | 32.9 |
| 48 | 199 | 29.4 | 49.4 | 17 | 164 | 12.3 | 32.3 |
| 47 | 198 | 28.9 | 48.9 | 16 | 162 | 11.7 | 31.7 |
| 46 | 197 | 28.3 | 48.3 | 15 | 160 | 11.2 | 31.2 |
| 45 | 196 | 27.8 | 47.8 | 14 | 157 | 10.6 | 30.6 |
| 44 | 195 | 27.2 | 47.2 | 13 | 155 | 10.1 | 30.1 |
| 43 | 194 | 26.7 | 46.7 | 12 | 154 | 9.5 | 29.5 |
| 42 | 193 | 26.1 | 46.1 | 11 | 151 | 9.0 | 29.0 |
| 41 | 192 | 25.6 | 45.6 | 10 | 149 | 8.4 | 28.4 |
| 40 | 191 | 25.0 | 45.0 | 9 | 148 | 7.9 | 27.9 |
| 39 | 190 | 24.4 | 44.4 | 8 | 146 | 7.3 | 27.3 |
| 38 | 189 | 23.9 | 43.9 | 7 | 144 | 6.8 | 26.8 |
| 37 | 188 | 23.3 | 43.3 | 6 | 142 | 6.2 | 26.2 |
| 36 | 187 | 22.8 | 42.8 | 5 | 141 | 5.7 | 25.7 |
| 35 | 186 | 22.2 | 42.2 | 4 | 139 | 5.1 | 25.1 |
| 34 | 185 | 21.7 | 41.7 | 3 | 137 | 4.6 | 24.6 |
| 33 | 184 | 21.1 | 41.1 | 2 | 135 | 4.0 | 24.0 |
| 32 | 183 | 20.6 | 40.6 | 1 | 133 | 3.5 | 23.5 |
| 31 | 182 | 20.0 | 40.0 | 0 | 131 | 2.9 | 22.9 |
| 30 | 181 | 19.5 | 39.5 | | | | |
| 29 | 180 | 18.9 | 38.9 | | | | |
| 28 | 179 | 18.4 | 38.4 | | | | |
| 27 | 178 | 17.8 | 37.8 | | | | |
| 26 | 177 | 17.3 | 37.3 | | | | |
| 25 | 176 | 16.7 | 36.7 | | | | |
| 24 | 174 | 16.2 | 36.2 | | | | |
| 23 | 173 | 15.6 | 35.6 | | | | |
| 22 | 172 | 15.1 | 35.1 | | | | |
| 21 | 170 | 14.5 | 34.5 | | | | |
| 20 | 169 | 14.0 | 34.0 | | | | |

Table 17
Table of Comparable Scores for Spanish Writing

| Cooperative Test | | Proficiency Test | | Cooperative Test | | Proficiency Test | |
|------------------|-----------|------------------|-----------|------------------|-----------|------------------|-----------|
| Raw | Converted | Raw | Converted | Raw | Converted | Raw | Converted |
| 100 | 185 | 33.4 | 53.4 | | | | |
| 99 | 184 | 33.0 | 53.0 | 49 | 164 | 12.6 | 32.6 |
| 98 | 184 | 32.6 | 52.6 | 48 | 163 | 12.2 | 32.2 |
| 97 | 183 | 32.2 | 52.2 | 47 | 163 | 11.8 | 31.8 |
| 96 | 183 | 31.8 | 51.8 | 46 | 162 | 11.4 | 31.4 |
| 95 | 183 | 31.3 | 51.3 | 45 | 162 | 11.0 | 31.0 |
| 94 | 182 | 30.9 | 50.9 | 44 | 161 | 10.6 | 30.6 |
| 93 | 182 | 30.5 | 50.5 | 43 | 161 | 10.1 | 30.1 |
| 92 | 181 | 30.1 | 50.1 | 42 | 160 | 9.7 | 29.7 |
| 91 | 181 | 29.7 | 49.7 | 41 | 159 | 9.3 | 29.3 |
| 90 | 181 | 29.3 | 49.3 | 40 | 159 | 8.9 | 28.9 |
| 89 | 180 | 28.9 | 48.9 | 39 | 158 | 8.5 | 28.5 |
| 88 | 180 | 28.5 | 48.5 | 38 | 158 | 8.1 | 28.1 |
| 87 | 179 | 28.1 | 48.1 | 37 | 157 | 7.7 | 27.7 |
| 86 | 179 | 27.7 | 47.7 | 36 | 157 | 7.3 | 27.3 |
| 85 | 179 | 27.3 | 47.3 | 35 | 156 | 6.9 | 26.9 |
| 84 | 178 | 26.9 | 46.9 | 34 | 156 | 6.5 | 26.5 |
| 83 | 178 | 26.5 | 46.5 | 33 | 155 | 6.1 | 26.1 |
| 82 | 178 | 26.0 | 46.0 | 32 | 154 | 5.7 | 25.7 |
| 81 | 177 | 25.6 | 45.6 | 31 | 154 | 5.3 | 25.3 |
| 80 | 177 | 25.2 | 45.2 | 30 | 153 | 4.8 | 24.8 |
| 79 | 176 | 24.8 | 44.8 | 29 | 153 | 4.4 | 24.4 |
| 78 | 176 | 24.4 | 44.4 | 28 | 152 | 4.0 | 24.0 |
| 77 | 176 | 24.0 | 44.0 | 27 | 151 | 3.6 | 23.6 |
| 76 | 175 | 23.6 | 43.6 | 26 | 151 | 3.2 | 23.2 |
| 75 | 175 | 23.2 | 43.2 | 25 | 150 | 2.8 | 22.8 |
| 74 | 175 | 22.8 | 42.8 | 24 | 149 | 2.4 | 22.4 |
| 73 | 174 | 22.4 | 42.4 | 23 | 148 | 2.0 | 22.0 |
| 72 | 174 | 22.0 | 42.0 | 22 | 148 | 1.6 | 21.6 |
| 71 | 174 | 21.6 | 41.6 | 21 | 147 | 1.2 | 21.2 |
| 70 | 173 | 21.2 | 41.2 | 20 | 146 | .8 | 20.8 |
| 69 | 173 | 20.7 | 40.7 | 19 | 145 | .4 | 20.4 |
| 68 | 173 | 20.3 | 40.3 | 18 | 144 | .0 | 20.0 |
| 67 | 173 | 19.9 | 39.9 | 17 | 143 | -.4* | 19.6 |
| 66 | 172 | 19.5 | 39.5 | 16 | 142 | -.9 | 19.1 |
| 65 | 172 | 19.1 | 39.1 | 15 | 142 | -1.3 | 18.7 |
| 64 | 171 | 18.7 | 38.7 | 14 | 141 | -1.7 | 18.3 |
| 63 | 171 | 18.3 | 38.3 | 13 | 141 | -2.1 | 17.9 |
| 62 | 170 | 17.9 | 37.9 | 12 | 140 | -2.5 | 17.5 |
| 61 | 170 | 17.5 | 37.5 | 11 | 140 | -2.9 | 17.1 |
| 60 | 169 | 17.1 | 37.1 | 10 | 139 | -3.3 | 16.7 |
| 59 | 168 | 16.7 | 36.7 | 9 | 139 | -3.7 | 16.3 |
| 58 | 167 | 16.3 | 36.3 | 8 | 138 | -4.1 | 15.9 |
| 57 | 167 | 15.9 | 35.9 | 7 | 137 | -4.5 | 15.5 |
| 56 | 166 | 15.4 | 35.4 | 6 | 137 | -4.9 | 15.1 |
| 55 | 166 | 15.0 | 35.0 | 5 | 137 | -5.3 | 14.7 |
| 54 | 166 | 14.6 | 34.6 | 4 | 136 | -5.7 | 14.3 |
| 53 | 165 | 14.2 | 34.2 | 3 | 136 | -6.2 | 13.8 |
| 52 | 165 | 13.8 | 33.8 | 2 | 136 | -6.6 | 13.4 |
| 51 | 165 | 13.4 | 33.4 | 1 | 135 | -7.0 | 13.0 |
| 50 | 164 | 13.0 | 33.0 | 0 | 135 | -7.4 | 12.6 |

*These scores are below the lowest obtainable scores on the Proficiency Test.

Table 18
Frequency Distributions for French Cooperative Listening

| Raw Score | Group I | | Group II | | Total Group | |
|--------------------|-----------|----------------|-----------|----------------|-------------|----------------|
| | Frequency | Per Cent Below | Frequency | Per Cent Below | Frequency | Per Cent Below |
| (40 max.) | | | | | | |
| 39 | 1 | 99.8 | | | 1 | 99.9 |
| 35 | 1 | 99.5 | | | 1 | 99.8 |
| 34 | 2 | 99 | | | 2 | 99.5 |
| 33 | 1 | 99 | 2 | 99.5 | 3 | 99.1 |
| 32 | 4 | 98 | | | 4 | 99 |
| 31 | 3 | 97 | 3 | 99 | 6 | 98 |
| 30 | 2 | 97 | 3 | 98 | 5 | 97 |
| 29 | 3 | 96 | 4 | 97 | 7 | 96 |
| 28 | 3 | 95 | 2 | 97 | 5 | 96 |
| 27 | 3 | 94 | 4 | 96 | 7 | 95 |
| 26 | 7 | 93 | 5 | 94 | 12 | 93 |
| 25 | 4 | 92 | 4 | 93 | 8 | 92 |
| 24 | 10 | 89 | 14 | 90 | 24 | 89 |
| 23 | 14 | 86 | 22 | 84 | 36 | 85 |
| 22 | 15 | 82 | 15 | 81 | 30 | 81 |
| 21 | 21 | 77 | 20 | 76 | 41 | 76 |
| 20 | 18 | 72 | 21 | 70 | 39 | 71 |
| 19 | 22 | 67 | 15 | 67 | 37 | 67 |
| 18 | 17 | 63 | 26 | 60 | 43 | 61 |
| 17 | 27 | 56 | 36 | 51 | 63 | 54 |
| 16 | 24 | 50 | 35 | 43 | 59 | 46 |
| 15 | 35 | 41 | 29 | 35 | 64 | 38 |
| 14 | 29 | 34 | 29 | 28 | 58 | 31 |
| 13 | 30 | 27 | 25 | 22 | 55 | 24 |
| 12 | 21 | 21 | 30 | 15 | 51 | 18 |
| 11 | 30 | 14 | 16 | 11 | 46 | 12 |
| 10 | 17 | 10 | 12 | 8 | 29 | 9 |
| 9 | 17 | 5 | 14 | 4 | 31 | 5 |
| 8 | 10 | 3 | 9 | 2 | 19 | 2 |
| 7 | 6 | 1 | 4 | 1 | 10 | 1 |
| 6 | 5 | 0.2 | 2 | 0.5 | 7 | 0.4 |
| 5 | | 0.2 | 2 | | 2 | 0.1 |
| 4 | 1 | | | | 1 | |
| Number of Students | 403 | | 403 | | 806 | |
| Mean | 16.46 | | 16.79 | | 16.62 | |
| Standard Deviation | 5.86 | | 5.27 | | 5.58 | |

Table 19

Frequency Distributions for French Proficiency Listening

| Raw Score | Group I | | Group II | | Total Group | |
|--------------------|-----------|----------------|-----------|----------------|-------------|----------------|
| | Frequency | Per Cent Below | Frequency | Per Cent Below | Frequency | Per Cent Below |
| (36 max.) | | | | | | |
| 36 | 1 | 99.8 | | | 1 | 99.9 |
| 27 | 2 | 99.3 | | | 2 | 99.6 |
| 25 | 1 | 99 | | | 1 | 99.5 |
| 24 | | 99 | 1 | 99.8 | 1 | 99.4 |
| 23 | 1 | 99 | | 99.8 | 1 | 99.3 |
| 22 | 5 | 98 | 2 | 99.3 | 7 | 98 |
| 21 | 7 | 96 | 1 | 99 | 8 | 97 |
| 20 | 5 | 95 | 4 | 98 | 9 | 96 |
| 19 | 5 | 93 | 6 | 97 | 11 | 95 |
| 18 | 9 | 91 | 2 | 96 | 11 | 94 |
| 17 | 17 | 87 | 9 | 94 | 26 | 90 |
| 16 | 24 | 81 | 23 | 88 | 47 | 84 |
| 15 | 27 | 74 | 20 | 83 | 47 | 79 |
| 14 | 44 | 63 | 33 | 75 | 77 | 69 |
| 13 | 50 | 51 | 46 | 64 | 96 | 57 |
| 12 | 47 | 39 | 56 | 50 | 103 | 44 |
| 11 | 44 | 28 | 59 | 35 | 103 | 32 |
| 10 | 35 | 20 | 41 | 25 | 76 | 22 |
| 9 | 34 | 11 | 33 | 17 | 67 | 14 |
| 8 | 17 | 7 | 40 | 7 | 57 | 7 |
| 7 | 15 | 3 | 15 | 3 | 30 | 3 |
| 6 | 6 | 2 | 7 | 1 | 13 | 1 |
| 5 | 5 | 0.4 | 2 | 0.7 | 7 | 0.6 |
| 4 | 1 | 0.3 | 2 | 0.2 | 3 | 0.2 |
| 3 | 1 | | 1 | | 1 | 0.1 |
| 1 | | | | | 1 | |
| Number of Students | 403 | | 403 | | 806 | |
| Mean | 12.68 | | 11.70 | | 12.19 | |
| Standard Deviation | 3.89 | | 3.19 | | 3.59 | |

Table 20
Frequency Distributions for French Cooperative Speaking

| Raw Score | Group I | | Group II | | Total Group | |
|--------------------|-----------|----------------|-----------|----------------|-------------|----------------|
| | Frequency | Per Cent Below | Frequency | Per Cent Below | Frequency | Per Cent Below |
| (82 max.) | | | | | | |
| 74-75 | | | 1 | 99.6 | 1 | 99.8 |
| 72-73 | 1 | 99.6 | 1 | 99.2 | 2 | 99.4 |
| 70-71 | 1 | 99.2 | | | 1 | 99.2 |
| 68-69 | 1 | 99 | 1 | 99 | 2 | 99 |
| 66-67 | 2 | 98 | 3 | 98 | 5 | 98 |
| 64-65 | | 98 | 2 | 97 | 2 | 97 |
| 62-63 | 2 | 97 | 5 | 95 | 7 | 96 |
| 60-61 | 2 | 96 | 5 | 93 | 7 | 94 |
| 58-59 | 3 | 95 | 4 | 91 | 7 | 93 |
| 56-57 | 7 | 92 | 11 | 86 | 18 | 89 |
| 54-55 | 5 | 90 | 10 | 82 | 15 | 86 |
| 52-53 | 11 | 85 | 13 | 77 | 24 | 81 |
| 50-51 | 13 | 80 | 8 | 73 | 21 | 77 |
| 48-49 | 9 | 76 | 8 | 70 | 17 | 73 |
| 46-47 | 21 | 68 | 14 | 64 | 35 | 66 |
| 44-45 | 16 | 61 | 15 | 58 | 31 | 60 |
| 42-43 | 15 | 55 | 20 | 50 | 35 | 52 |
| 40-41 | 19 | 47 | 13 | 44 | 32 | 46 |
| 38-39 | 11 | 42 | 18 | 37 | 29 | 40 |
| 36-37 | 17 | 35 | 25 | 27 | 42 | 31 |
| 34-35 | 10 | 31 | 18 | 19 | 28 | 25 |
| 32-33 | 15 | 25 | 11 | 15 | 26 | 20 |
| 30-31 | 14 | 19 | 10 | 10 | 24 | 15 |
| 28-29 | 15 | 13 | 6 | 8 | 21 | 10 |
| 26-27 | 6 | 10 | 7 | 5 | 13 | 8 |
| 24-25 | 10 | 6 | 6 | 2 | 16 | 4 |
| 22-23 | 5 | 4 | 4 | 0.8 | 9 | 2 |
| 20-21 | 4 | 2 | | 0.8 | 4 | 2 |
| 18-19 | 2 | 2 | | 0.8 | 2 | 1 |
| 16-17 | 1 | 1 | | 0.8 | 1 | 1 |
| 14-15 | 1 | 0.8 | 1 | 0.4 | 2 | 0.6 |
| 12-13 | 2 | | | 0.4 | 2 | 0.2 |
| 10-11 | | | | 0.4 | | 0.2 |
| 8- 9 | | | | 0.4 | | 0.2 |
| 6- 7 | | | 1 | | 1 | |
| Number of Students | 241 | | 241 | | 482 | |
| Mean | 39.89 | | 42.41 | | 41.15 | |
| Standard Deviation | 11.17 | | 11.06 | | 11.19 | |

Table 21
Frequency Distributions for French Proficiency Speaking

| Raw Score | Group I | | Group II | | Total Group | |
|--------------------|-----------|----------------|-----------|----------------|-------------|----------------|
| | Frequency | Per Cent Below | Frequency | Per Cent Below | Frequency | Per Cent Below |
| (105 max.) | | | | | | |
| 72-73 | 1 | 99.6 | | | 1 | 99.8 |
| 70-71 | 1 | 99.2 | 1 | 99.6 | 2 | 99.4 |
| 68-69 | 1 | 99 | | 99.6 | 1 | 99.2 |
| 66-67 | 2 | 98 | 1 | 99.2 | 3 | 99 |
| 64-65 | 3 | 97 | 1 | 99 | 4 | 98 |
| 62-63 | 2 | 96 | 3 | 98 | 5 | 97 |
| 60-61 | 7 | 93 | 6 | 95 | 13 | 94 |
| 58-59 | 10 | 89 | 6 | 93 | 16 | 91 |
| 56-57 | 14 | 83 | 12 | 88 | 26 | 85 |
| 54-55 | 12 | 78 | 8 | 84 | 20 | 81 |
| 52-53 | 14 | 72 | 12 | 79 | 26 | 76 |
| 50-51 | 17 | 65 | 14 | 73 | 31 | 69 |
| 48-49 | 22 | 56 | 22 | 64 | 44 | 60 |
| 46-47 | 24 | 46 | 12 | 59 | 36 | 53 |
| 44-45 | 20 | 38 | 19 | 51 | 39 | 45 |
| 42-43 | 21 | 29 | 21 | 43 | 42 | 36 |
| 40-41 | 6 | 27 | 20 | 34 | 26 | 31 |
| 38-39 | 10 | 22 | 23 | 25 | 33 | 24 |
| 36-37 | 10 | 18 | 16 | 18 | 26 | 18 |
| 34-35 | 12 | 13 | 18 | 11 | 30 | 12 |
| 32-33 | 15 | 7 | 8 | 7 | 23 | 7 |
| 30-31 | 5 | 5 | 11 | 3 | 16 | 4 |
| 28-29 | 5 | 3 | 5 | 0.8 | 10 | 2 |
| 26-27 | 2 | 2 | 1 | 0.4 | 3 | 1 |
| 24-25 | 2 | 1 | | 0.4 | 2 | 0.8 |
| 22-23 | 1 | | 1 | | 1 | 0.6 |
| 20-21 | 1 | 0.8 | | | 1 | 0.4 |
| 18-19 | 1 | 0.4 | | | 1 | 0.2 |
| 16-17 | | 0.4 | | | | 0.2 |
| 14-15 | 1 | | | | 1 | |
| Number of Students | 241 | | 241 | | 482 | |
| Mean | 45.70 | | 47.00 | | 44.85 | |
| Standard Deviation | 9.91 | | 8.83 | | 9.42 | |

Table 22
Frequency Distributions for French Cooperative Reading

| Raw Score | Group I | | Group II | | Total Group | |
|--------------------|-----------|----------------|-----------|----------------|-------------|----------------|
| | Frequency | Per Cent Below | Frequency | Per Cent Below | Frequency | Per Cent Below |
| (50 max.) | | | | | | |
| 47 | 3 | 99.3 | | | 3 | 99.6 |
| 46 | 1 | 99 | | | 1 | 99.5 |
| 45 | 4 | 98 | 1 | 99.8 | 5 | 99 |
| 44 | 2 | 98 | 3 | 99 | 5 | 98 |
| 43 | 4 | 97 | 1 | 99 | 5 | 98 |
| 42 | 4 | 96 | 4 | 98 | 8 | 97 |
| 41 | 3 | 95 | 3 | 97 | 6 | 96 |
| 40 | 11 | 92 | 4 | 96 | 15 | 94 |
| 39 | 5 | 91 | 10 | 94 | 15 | 92 |
| 38 | 4 | 90 | 3 | 93 | 7 | 91 |
| 37 | 7 | 88 | 8 | 91 | 15 | 89 |
| 36 | 5 | 87 | 9 | 89 | 14 | 88 |
| 35 | 6 | 85 | 9 | 86 | 15 | 86 |
| 34 | 16 | 81 | 23 | 81 | 39 | 81 |
| 33 | 9 | 79 | 8 | 79 | 17 | 79 |
| 32 | 20 | 74 | 14 | 75 | 34 | 75 |
| 31 | 16 | 70 | 27 | 69 | 43 | 69 |
| 30 | 28 | 63 | 16 | 65 | 44 | 64 |
| 29 | 21 | 58 | 18 | 60 | 39 | 59 |
| 28 | 19 | 53 | 33 | 52 | 52 | 53 |
| 27 | 22 | 48 | 20 | 47 | 42 | 48 |
| 26 | 20 | 43 | 20 | 42 | 40 | 43 |
| 25 | 35 | 34 | 27 | 35 | 62 | 35 |
| 24 | 15 | 31 | 18 | 31 | 33 | 31 |
| 23 | 24 | 25 | 17 | 27 | 41 | 26 |
| 22 | 17 | 21 | 18 | 22 | 35 | 21 |
| 21 | 16 | 17 | 17 | 18 | 33 | 17 |
| 20 | 10 | 14 | 12 | 15 | 22 | 15 |
| 19 | 9 | 12 | 15 | 11 | 24 | 12 |
| 18 | 9 | 10 | 11 | 9 | 20 | 9 |
| 17 | 10 | 7 | 4 | 8 | 14 | 7 |
| 16 | 10 | 5 | 12 | 5 | 22 | 5 |
| 15 | 5 | 3 | 6 | 3 | 11 | 3 |
| 14 | 4 | 2 | 8 | 1 | 12 | 2 |
| 13 | 3 | 2 | | 1 | 3 | 1 |
| 12 | 2 | 1 | | 1 | 2 | 1 |
| 11 | 1 | 1 | 3 | 0.5 | 4 | 0.7 |
| 10 | 1 | 0.7 | 1 | 0.2 | 2 | 0.5 |
| 8 | | | 1 | | 1 | 0.4 |
| 6 | 1 | 0.5 | | | 1 | 0.2 |
| 0 | 2 | | | | 2 | |
| Number of Students | 404 | | 404 | | 808 | |
| Mean | 27.25 | | 27.01 | | 27.13 | |
| Standard Deviation | 7.59 | | 6.95 | | 7.28 | |

Table 23
Frequency Distributions for French Proficiency Reading

| Raw Score | Group I | | Group II | | Total Group | |
|--------------------|-----------|----------------|-----------|----------------|-------------|----------------|
| | Frequency | Per Cent Below | Frequency | Per Cent Below | Frequency | Per Cent Below |
| (50 max.) | | | | | | |
| 39 | 1 | 99.8 | | | 1 | 99.9 |
| 37 | | 99.8 | 1 | 99.8 | 1 | 99.8 |
| 35 | 1 | 99.5 | | 99.8 | 1 | 99.6 |
| 34 | 1 | 99.3 | | 99.8 | 1 | 99.5 |
| 33 | 1 | 99 | | 99.8 | 1 | 99.4 |
| 32 | 2 | 99 | 1 | 99.5 | 3 | 99 |
| 31 | 1 | 98 | 2 | 99 | 3 | 99 |
| 30 | 4 | 97 | 1 | 99 | 5 | 98 |
| 29 | 4 | 96 | 2 | 98 | 6 | 97 |
| 28 | 2 | 96 | 2 | 98 | 4 | 97 |
| 27 | 4 | 95 | 1 | 98 | 5 | 96 |
| 26 | 4 | 94 | 4 | 97 | 8 | 95 |
| 25 | 8 | 92 | 13 | 93 | 21 | 93 |
| 24 | 8 | 90 | 16 | 89 | 24 | 90 |
| 23 | 9 | 88 | 13 | 86 | 22 | 87 |
| 22 | 16 | 84 | 11 | 83 | 27 | 84 |
| 21 | 22 | 78 | 21 | 78 | 43 | 78 |
| 20 | 19 | 74 | 29 | 71 | 48 | 72 |
| 19 | 24 | 68 | 28 | 64 | 52 | 66 |
| 18 | 36 | 59 | 33 | 56 | 69 | 57 |
| 17 | 29 | 51 | 36 | 47 | 65 | 49 |
| 16 | 40 | 42 | 25 | 41 | 65 | 41 |
| 15 | 36 | 33 | 26 | 34 | 62 | 34 |
| 14 | 26 | 26 | 32 | 26 | 58 | 26 |
| 13 | 32 | 18 | 25 | 20 | 57 | 19 |
| 12 | 20 | 13 | 22 | 15 | 42 | 14 |
| 11 | 19 | 9 | 25 | 9 | 44 | 9 |
| 10 | 12 | 6 | 15 | 5 | 27 | 5 |
| 9 | 8 | 4 | 10 | 2 | 18 | 3 |
| 8 | 9 | 1 | 4 | 1 | 13 | 1 |
| 7 | 4 | 0.5 | 4 | 0.5 | 8 | 0.5 |
| 6 | 1 | 0.2 | 1 | 0.2 | 2 | 0.2 |
| 5 | | 0.2 | 1 | | 1 | 0.1 |
| 4 | 1 | | | | 1 | |
| Number of Students | 404 | | 404 | | 808 | |
| Mean | 16.93 | | 16.90 | | 16.92 | |
| Standard Deviation | 5.25 | | 4.94 | | 5.10 | |

Table 24
Frequency Distributions for French Cooperative Writing

| Raw Score | Group I | | Group II | | Total Group | |
|--------------------|-----------|----------------|-----------|----------------|-------------|----------------|
| | Frequency | Per Cent Below | Frequency | Per Cent Below | Frequency | Per Cent Below |
| (100 max.) | | | | | | |
| 90-92 | 1 | 99.6 | | | 1 | 99.8 |
| 87-89 | | 99.6 | | | | 99.8 |
| 84-86 | | 99.6 | | | | 99.8 |
| 81-83 | | 99.6 | | | | 99.8 |
| 78-80 | | 99.6 | | | | 99.8 |
| 75-77 | | 99.6 | | | | 99.8 |
| 72-74 | 3 | 98 | 6 | 98 | 9 | 98 |
| 69-71 | 2 | 97 | 3 | 96 | 5 | 97 |
| 66-68 | 11 | 93 | 6 | 94 | 17 | 94 |
| 63-65 | 6 | 91 | 17 | 87 | 23 | 89 |
| 60-62 | 7 | 88 | 12 | 82 | 19 | 85 |
| 57-59 | 10 | 84 | 13 | 77 | 23 | 80 |
| 54-56 | 10 | 80 | 14 | 71 | 24 | 75 |
| 51-53 | 21 | 71 | 11 | 67 | 32 | 69 |
| 48-50 | 10 | 67 | 12 | 62 | 22 | 64 |
| 45-47 | 19 | 59 | 19 | 54 | 38 | 57 |
| 42-44 | 16 | 53 | 12 | 49 | 28 | 51 |
| 39-41 | 17 | 46 | 21 | 41 | 38 | 43 |
| 36-38 | 28 | 35 | 16 | 34 | 44 | 34 |
| 33-35 | 18 | 27 | 18 | 27 | 36 | 27 |
| 30-32 | 14 | 22 | 12 | 22 | 26 | 22 |
| 27-29 | 10 | 17 | 10 | 18 | 20 | 18 |
| 24-26 | 8 | 14 | 16 | 11 | 24 | 13 |
| 21-23 | 13 | 9 | 9 | 8 | 22 | 8 |
| 18-20 | 4 | 7 | 8 | 4 | 12 | 6 |
| 15-17 | 9 | 4 | 7 | 2 | 16 | 3 |
| 12-14 | 2 | 3 | 2 | 0.8 | 4 | 2 |
| 9-11 | 5 | 0.8 | 2 | | 7 | 0.4 |
| 6- 8 | 2 | | | | 2 | |
| Number of Students | 246 | | 246 | | 492 | |
| Mean | 41.11 | | 42.92 | | 42.01 | |
| Standard Deviation | 15.07 | | 16.25+ | | 15.19 | |

Table 25
Frequency Distributions for French Proficiency Writing

| Raw Score | Group I | | Group II | | Total Group | |
|--------------------|-----------|----------------|-----------|----------------|-------------|----------------|
| | Frequency | Per Cent Below | Frequency | Per Cent Below | Frequency | Per Cent Below |
| (60 max.) | | | | | | |
| 38 | 1 | 99.6 | 1 | 99.6 | 1 | 99.8 |
| 34 | | 99.6 | | 99.6 | 2 | 99.2 |
| 28 | 2 | 99 | 2 | 99 | 4 | 98 |
| 26 | 2 | 98 | 1 | 98 | 1 | 98 |
| 25 | | 98 | 2 | 98 | 2 | 98 |
| 24 | | 98 | 3 | 96 | 6 | 97 |
| 23 | 3 | 97 | 2 | 96 | 5 | 96 |
| 22 | 3 | 96 | 5 | 94 | 11 | 93 |
| 21 | 6 | 93 | 5 | 91 | 10 | 91 |
| 20 | 5 | 91 | 6 | 89 | 15 | 88 |
| 19 | 9 | 87 | 11 | 85 | 19 | 84 |
| 18 | 8 | 84 | 9 | 81 | 17 | 81 |
| 17 | 8 | 81 | 9 | 77 | 19 | 77 |
| 16 | 10 | 77 | 12 | 72 | 25 | 72 |
| 15 | 13 | 72 | 12 | 67 | 25 | 67 |
| 14 | 13 | 66 | 16 | 61 | 36 | 60 |
| 13 | 20 | 58 | 16 | 54 | 29 | 54 |
| 12 | 13 | 53 | 16 | 45 | 40 | 46 |
| 11 | 17 | 46 | 23 | 38 | 30 | 39 |
| 10 | 12 | 41 | 18 | 33 | 31 | 33 |
| 9 | 19 | 33 | 12 | 33 | 31 | 27 |
| 8 | 15 | 27 | 16 | 26 | 27 | 21 |
| 7 | 11 | 23 | 16 | 20 | 29 | 15 |
| 6 | 14 | 17 | 15 | 14 | 17 | 12 |
| 5 | 9 | 13 | 8 | 11 | 28 | 6 |
| 4 | 13 | 8 | 15 | 4 | 14 | 3 |
| 3 | 9 | 4 | 5 | 2 | 11 | 1 |
| 2 | 8 | 1 | 3 | 1 | 5 | 0.2 |
| 1 | 3 | | 2 | 0.4 | 1 | |
| 0 | | | 1 | | | |
| Number of Students | 246 | | 246 | | 492 | |
| Mean | 11.44 | | 11.50 | | 11.47 | |
| Standard Deviation | 5.94 | | 5.57 | | 5.76 | |

Table 26
Frequency Distributions for German Cooperative Listening

| Raw Score | Group I | | Group II | | Total Group | |
|--------------------|-----------|----------------|-----------|----------------|-------------|----------------|
| | Frequency | Per Cent Below | Frequency | Per Cent Below | Frequency | Per Cent Below |
| (40 max.) | | | | | | |
| 40 | 1 | 99.2 | | | 1 | 99.6 |
| 39 | 1 | 98 | 1 | 99.2 | 2 | 99 |
| 38 | 1 | 97 | | 99.2 | 1 | 98 |
| 37 | 3 | 95 | 3 | 97 | 6 | 96 |
| 36 | | 95 | 2 | 95 | 2 | 95 |
| 35 | 1 | 94 | 4 | 92 | 5 | 93 |
| 34 | 1 | 93 | | 92 | 1 | 92 |
| 33 | 2 | 92 | 3 | 89 | 5 | 90 |
| 32 | 0 | 86 | 1 | 88 | 7 | 87 |
| 31 | 2 | 85 | 4 | 85 | 6 | 85 |
| 30 | 3 | 82 | 5 | 81 | 8 | 81 |
| 29 | 1 | 81 | 3 | 78 | 4 | 80 |
| 28 | 6 | 76 | 3 | 75 | 9 | 76 |
| 27 | 5 | 72 | 6 | 70 | 11 | 71 |
| 26 | 5 | 68 | 4 | 67 | 9 | 67 |
| 25 | 11 | 58 | 1 | 66 | 12 | 62 |
| 24 | 3 | 56 | 8 | 59 | 11 | 58 |
| 23 | 7 | 50 | 7 | 53 | 14 | 52 |
| 22 | 5 | 46 | 5 | 49 | 10 | 47 |
| 21 | 5 | 42 | 5 | 45 | 10 | 43 |
| 20 | 5 | 37 | 4 | 42 | 9 | 39 |
| 19 | 6 | 32 | 5 | 37 | 11 | 35 |
| 18 | 10 | 24 | 11 | 28 | 21 | 26 |
| 17 | 7 | 18 | 6 | 23 | 13 | 20 |
| 16 | 6 | 13 | 8 | 16 | 14 | 14 |
| 15 | 4 | 9 | 4 | 13 | 8 | 11 |
| 14 | 1 | 8 | 6 | 8 | 7 | 8 |
| 13 | 3 | 6 | 3 | 5 | 6 | 6 |
| 12 | 3 | 3 | 2 | 3 | 5 | 3 |
| 11 | 1 | 3 | 2 | 2 | 3 | 2 |
| 10 | 1 | 2 | 1 | 0.8 | 2 | 1 |
| 9 | 1 | 0.8 | | | | |
| 6 | 1 | | 1 | | 1 | 0.4 |
| Number of Students | 118 | | 118 | | 236 | |
| Mean | 22.76 | | 22.44 | | 22.60 | |
| Standard Deviation | 6.95 | | 7.07 | | 7.01 | |

Table 27
Frequency Distributions for German Proficiency Listening

| Raw Score | Group I | | Group II | | Total Group | |
|--------------------|-----------|----------------|-----------|----------------|-------------|----------------|
| | Frequency | Per Cent Below | Frequency | Per Cent Below | Frequency | Per Cent Below |
| (36 max.) | | | | | | |
| 36 | 2 | 98 | | | 2 | 99.2 |
| 34 | 1 | 97 | | | 1 | 99 |
| 29 | 1 | 97 | | | 1 | 98 |
| 27 | 1 | 96 | 1 | 99.2 | 2 | 97 |
| 26 | 3 | 93 | 1 | 98 | 4 | 96 |
| 24 | 1 | 92 | | 98 | 1 | 95 |
| 22 | 1 | 92 | 3 | 96 | 4 | 94 |
| 21 | 1 | 91 | 1 | 95 | 2 | 93 |
| 20 | 4 | 87 | 2 | 93 | 6 | 90 |
| 19 | 2 | 86 | 4 | 90 | 6 | 88 |
| 18 | 4 | 82 | 2 | 88 | 6 | 85 |
| 17 | 6 | 77 | 1 | 87 | 7 | 82 |
| 16 | 6 | 72 | 6 | 82 | 12 | 77 |
| 15 | 4 | 69 | 5 | 78 | 9 | 73 |
| 14 | 9 | 61 | 8 | 71 | 17 | 66 |
| 13 | 9 | 53 | 10 | 63 | 19 | 58 |
| 12 | 9 | 46 | 15 | 50 | 24 | 48 |
| 11 | 10 | 37 | 15 | 37 | 25 | 37 |
| 10 | 11 | 28 | 9 | 30 | 20 | 29 |
| 9 | 9 | 20 | 6 | 25 | 15 | 22 |
| 8 | 7 | 14 | 13 | 14 | 20 | 14 |
| 7 | 3 | 12 | 8 | 7 | 11 | 9 |
| 6 | 6 | 7 | 5 | 3 | 11 | 5 |
| 5 | 4 | 3 | 2 | 0.8 | 6 | 2 |
| 4 | 3 | 0.8 | 1 | | 4 | 0.4 |
| 3 | 1 | | | | 1 | |
| Number of Students | 118 | | 118 | | 236 | |
| Mean | 13.18 | | 11.99 | | 12.58 | |
| Standard Deviation | 6.33 | | 4.38 | | 5.48 | |

Table 28
Frequency Distributions for German Cooperative Speaking

| Raw Score | Group I | | Group II | | Total Group | |
|--------------------|-----------|----------------|-----------|----------------|-------------|----------------|
| | Frequency | Per Cent Below | Frequency | Per Cent Below | Frequency | Per Cent Below |
| (82 max.) | | | | | | |
| 82 | | | 1 | 98 | 1 | 99.2 |
| 80-81 | | | | 98 | | 99.2 |
| 78-79 | | | | 98 | | 99.2 |
| 76-77 | | | 2 | 95 | 2 | 98 |
| 74-75 | | | 1 | 94 | 1 | 97 |
| 72-73 | | | 1 | 92 | 1 | 96 |
| 70-71 | | | | 92 | | 96 |
| 68-69 | | | | 92 | | 96 |
| 66-67 | 1 | 98 | | 92 | 1 | 95 |
| 64-65 | | 98 | 2 | 89 | 2 | 94 |
| 62-63 | | 98 | | 89 | | 94 |
| 60-61 | 1 | 97 | 2 | 86 | 3 | 92 |
| 58-59 | 1 | 95 | 2 | 83 | 3 | 89 |
| 56-57 | 2 | 92 | 1 | 82 | 3 | 87 |
| 54-55 | 2 | 89 | 5 | 74 | 7 | 82 |
| 52-53 | 3 | 85 | 1 | 72 | 4 | 78 |
| 50-51 | | 85 | 2 | 69 | 2 | 77 |
| 48-49 | 4 | 78 | 7 | 58 | 11 | 68 |
| 46-47 | 2 | 75 | 9 | 45 | 11 | 60 |
| 44-45 | 5 | 68 | 1 | 43 | 6 | 55 |
| 42-43 | 9 | 54 | 4 | 37 | 13 | 45 |
| 40-41 | | 54 | 5 | 29 | 5 | 42 |
| 38-39 | 7 | 43 | 2 | 26 | 9 | 35 |
| 36-37 | 5 | 35 | 3 | 22 | 8 | 28 |
| 34-35 | 8 | 23 | 5 | 14 | 13 | 18 |
| 32-33 | 4 | 17 | 2 | 11 | 6 | 14 |
| 30-31 | 4 | 11 | 1 | 9 | 5 | 10 |
| 28-29 | 4 | 5 | 2 | 6 | 6 | 5 |
| 26-27 | 1 | 3 | 1 | 5 | 2 | 4 |
| 24-25 | | | 2 | 2 | 4 | 0.8 |
| 22-23 | | | | 2 | | 0.8 |
| 20-21 | | | 1 | | 1 | |
| Number of Students | 65 | | 65 | | 130 | |
| Mean | 40.32 | | 46.37 | | 43.35 | |
| Standard Deviation | 9.27 | | 13.12 | | 11.75 | |

Table 29
Frequency Distributions for German Proficiency Speaking

| Raw Score | Group I | | Group II | | Total Group | |
|--------------------|-----------|----------------|-----------|----------------|-------------|----------------|
| | Frequency | Per Cent Below | Frequency | Per Cent Below | Frequency | Per Cent Below |
| (105 max.) | | | | | | |
| 88-89 | | | 1 | 98 | 1 | 99.2 |
| 86-87 | | | | 98 | | 99.2 |
| 84-85 | | | 2 | 95 | 2 | 98 |
| 82-83 | | | 1 | 94 | 1 | 97 |
| 80-81 | | | | 94 | | 97 |
| 78-79 | | | | 94 | | 97 |
| 76-77 | 2 | 97 | 1 | 92 | 3 | 95 |
| 74-75 | | 97 | 2 | 89 | 2 | 93 |
| 72-73 | 1 | 95 | 1 | 88 | 2 | 92 |
| 70-71 | 1 | 94 | 2 | 85 | 3 | 89 |
| 68-69 | 3 | 89 | 3 | 80 | 6 | 85 |
| 66-67 | 2 | 86 | 2 | 77 | 4 | 82 |
| 64-65 | 1 | 85 | 3 | 72 | 4 | 78 |
| 62-63 | 4 | 78 | 5 | 65 | 9 | 72 |
| 60-61 | 5 | 71 | 5 | 57 | 10 | 64 |
| 58-59 | 4 | 65 | 1 | 55 | 5 | 60 |
| 56-57 | 7 | 54 | 4 | 49 | 11 | 52 |
| 54-55 | 3 | 49 | 4 | 43 | 7 | 46 |
| 52-53 | 3 | 45 | 3 | 38 | 6 | 42 |
| 50-51 | 3 | 40 | 2 | 35 | 5 | 38 |
| 48-49 | 3 | 35 | 5 | 28 | 8 | 32 |
| 46-47 | 4 | 29 | 5 | 20 | 9 | 25 |
| 44-45 | 2 | 26 | 3 | 15 | 5 | 21 |
| 42-43 | 4 | 20 | 2 | 12 | 6 | 16 |
| 40-41 | 1 | 18 | 2 | 9 | 3 | 14 |
| 38-39 | 1 | 17 | 1 | 8 | 2 | 12 |
| 36-37 | 4 | 11 | 2 | 5 | 6 | 8 |
| 34-35 | 4 | 5 | 1 | 3 | 5 | 4 |
| 32-33 | | 5 | | 3 | | 4 |
| 30-31 | | 5 | 1 | 2 | 1 | 3 |
| 28-29 | | 5 | | 2 | | 3 |
| 26-27 | 1 | 3 | | 2 | 1 | 2 |
| 24-25 | 1 | 2 | 1 | | 2 | 0.8 |
| 22-23 | 1 | | | | 1 | |
| Number of Students | 65 | | 65 | | 130 | |
| Mean | 52.05 | | 56.29 | | 54.17 | |
| Standard Deviation | 12.34 | | 13.40 | | 13.05 | |

Table 30
Frequency Distributions for German Cooperative Reading

| Raw Score | Group I | | Group II | | Total Group | |
|--------------------|-----------|----------------|-----------|----------------|-------------|----------------|
| | Frequency | Per Cent Below | Frequency | Per Cent Below | Frequency | Per Cent Below |
| (50 max.) | | | | | | |
| 46 | 3 | 96 | | | 3 | 98 |
| 42 | 2 | 94 | | | 2 | 97 |
| 40 | 2 | 91 | | | 2 | 96 |
| 39 | 1 | 90 | | | 1 | 95 |
| 38 | 1 | 89 | | | 1 | 94 |
| 37 | | 89 | 1 | 99 | 1 | 94 |
| 36 | 1 | 88 | 1 | 98 | 2 | 93 |
| 35 | 2 | 85 | | 98 | 2 | 91 |
| 34 | 2 | 83 | 1 | 96 | 3 | 89 |
| 33 | 1 | 81 | 1 | 95 | 2 | 88 |
| 32 | 2 | 79 | | 95 | 2 | 87 |
| 31 | 7 | 70 | 1 | 94 | 8 | 82 |
| 30 | 2 | 68 | 2 | 91 | 6 | 79 |
| 29 | 5 | 61 | 1 | 90 | 3 | 76 |
| 28 | 3 | 58 | | 90 | 4 | 74 |
| 27 | 3 | 54 | 1 | 89 | 4 | 71 |
| 26 | 3 | 50 | 1 | 88 | 4 | 69 |
| 25 | 4 | 45 | 3 | 84 | 7 | 64 |
| 24 | 4 | 40 | 5 | 78 | 9 | 59 |
| 23 | | 40 | 5 | 71 | 5 | 56 |
| 22 | 3 | 36 | 3 | 68 | 6 | 52 |
| 21 | 3 | 33 | 6 | 60 | 9 | 46 |
| 20 | 1 | 31 | 4 | 55 | 5 | 43 |
| 19 | 4 | 26 | 3 | 51 | 7 | 39 |
| 18 | 6 | 19 | 6 | 44 | 8 | 31 |
| 17 | 2 | 16 | 6 | 36 | 2 | 26 |
| 16 | | 16 | 2 | 34 | 2 | 25 |
| 15 | 3 | 13 | 8 | 24 | 11 | 18 |
| 14 | 3 | 9 | 4 | 19 | 7 | 14 |
| 13 | 1 | 8 | 2 | 16 | 3 | 12 |
| 12 | 3 | 4 | 2 | 14 | 5 | 9 |
| 11 | 1 | 3 | 1 | 13 | 2 | 8 |
| 10 | 1 | 1 | 2 | 10 | 3 | 6 |
| 9 | | 1 | 1 | 9 | 1 | 5 |
| 8 | | 1 | 3 | 5 | 3 | 3 |
| 6 | | 1 | 2 | 3 | 3 | 1 |
| 5 | | 1 | 2 | 2 | 2 | |
| Number of Students | 80 | | 80 | | 160 | |
| Mean | 25.51 | | 18.83 | | 22.17 | |
| Standard Deviation | 9.03 | | 6.95 | | 8.73 | |

Table 31
Frequency Distributions for German Proficiency Reading

| Raw Score | Group I | | Group II | | Total Group | |
|--------------------|-----------|----------------|-----------|----------------|-------------|----------------|
| | Frequency | Per Cent Below | Frequency | Per Cent Below | Frequency | Per Cent Below |
| (50 max.) | | | | | | |
| 46 | 1 | 99 | | | 1 | 99.4 |
| 42 | 1 | 98 | | | 1 | 99 |
| 41 | 1 | 96 | | | 1 | 98 |
| 35 | 1 | 95 | | | 1 | 98 |
| 33 | 1 | 94 | | | 1 | 97 |
| 31 | 1 | 94 | 1 | 99 | 1 | 96 |
| 29 | 1 | 93 | | 99 | 1 | 96 |
| 28 | 3 | 89 | | 99 | 3 | 94 |
| 27 | 4 | 84 | | 99 | 4 | 91 |
| 26 | 4 | 79 | 1 | 98 | 5 | 88 |
| 25 | | 79 | 2 | 95 | 2 | 87 |
| 24 | 3 | 75 | 1 | 94 | 4 | 84 |
| 22 | 2 | 73 | 1 | 93 | 3 | 83 |
| 21 | 2 | 70 | 3 | 93 | 2 | 81 |
| 20 | 5 | 64 | 3 | 89 | 8 | 76 |
| 19 | 3 | 60 | 3 | 85 | 6 | 73 |
| 18 | 4 | 55 | 6 | 78 | 10 | 66 |
| 17 | 6 | 48 | 4 | 73 | 10 | 60 |
| 16 | 7 | 39 | 3 | 69 | 10 | 54 |
| 15 | 3 | 35 | 4 | 64 | 7 | 49 |
| 14 | 5 | 29 | 7 | 55 | 12 | 42 |
| 13 | 5 | 23 | 8 | 45 | 13 | 34 |
| 12 | 5 | 16 | 11 | 31 | 16 | 24 |
| 11 | 1 | 15 | 4 | 26 | 5 | 21 |
| 10 | 2 | 13 | 9 | 15 | 11 | 14 |
| 9 | 2 | 10 | 2 | 13 | 4 | 11 |
| 8 | 5 | 4 | 6 | 5 | 11 | 4 |
| 7 | | 4 | 1 | 4 | 1 | 4 |
| 6 | 2 | 1 | 2 | 4 | 2 | 3 |
| 5 | | 1 | 2 | 1 | 2 | 1 |
| 4 | | 1 | 1 | | 1 | 0.6 |
| 3 | | | 1 | | 1 | |
| Number of Students | 80 | | 80 | | 160 | |
| Mean | 18.35 | | 13.85 | | 16.10 | |
| Standard Deviation | 8.17 | | 5.00 | | 7.14 | |

Table 32
Frequency Distributions for German Cooperative Writing

| Raw Score | Group I | | Group II | | Total Group | |
|--------------------|-----------|----------------|-----------|----------------|-------------|----------------|
| | Frequency | Per Cent Below | Frequency | Per Cent Below | Frequency | Per Cent Below |
| (100 max.) | | | | | | |
| 93-95 | | | 1 | 99 | 1 | 99.5 |
| 90-92 | 2 | 98 | 2 | 97 | 4 | 98 |
| 87-89 | | | 2 | 95 | 2 | 97 |
| 84-86 | 1 | 97 | 2 | 93 | 3 | 95 |
| 81-83 | 2 | 95 | 3 | 90 | 5 | 93 |
| 78-80 | 2 | 93 | 5 | 85 | 7 | 89 |
| 75-77 | 3 | 90 | 3 | 82 | 6 | 86 |
| 72-74 | 5 | 85 | 5 | 77 | 10 | 81 |
| 69-71 | 5 | 80 | 10 | 67 | 15 | 74 |
| 66-68 | 4 | 76 | 5 | 62 | 9 | 69 |
| 63-65 | 8 | 68 | 11 | 51 | 19 | 60 |
| 60-62 | 10 | 58 | 8 | 44 | 18 | 51 |
| 57-59 | 10 | 49 | 6 | 38 | 16 | 43 |
| 54-56 | 12 | 37 | 5 | 33 | 17 | 35 |
| 51-53 | 10 | 27 | 10 | 23 | 20 | 25 |
| 48-50 | 7 | 20 | 4 | 19 | 11 | 19 |
| 45-47 | 7 | 13 | 6 | 13 | 13 | 13 |
| 42-44 | 2 | 11 | 3 | 10 | 5 | 10 |
| 39-41 | 2 | 9 | 2 | 8 | 4 | 8 |
| 36-38 | 1 | 8 | 4 | 4 | 5 | 6 |
| 33-35 | 4 | 4 | | | 4 | 4 |
| 30-32 | 1 | 3 | | | 1 | 3 |
| 27-29 | 1 | 2 | 2 | 2 | 3 | 2 |
| 24-26 | | | 1 | 1 | 1 | 1 |
| 21-23 | 1 | 1 | | | 1 | 1 |
| 18-20 | | | | | 1 | 1 |
| 15-17 | 1 | | 1 | | 2 | |
| Number of Students | 101 | | 101 | | 202 | |
| Mean | 57.21 | | 60.90 | | 59.05 | |
| Standard Deviation | 13.83 | | 15.27 | | 14.69 | |

Table 33
Frequency Distributions for German Proficiency Writing

| Raw Score | Group I | | Group II | | Total Group | |
|--------------------|-----------|----------------|-----------|----------------|-------------|----------------|
| | Frequency | Per Cent Below | Frequency | Per Cent Below | Frequency | Per Cent Below |
| (60 max.) | | | | | | |
| 52 | 1 | 99 | | | 1 | 99.5 |
| 47 | | 99 | 1 | 99 | 1 | 99 |
| 42 | | 99 | 1 | 98 | 1 | 99 |
| 41 | | 99 | 1 | 97 | 1 | 98 |
| 38 | 1 | 98 | | 97 | 1 | 98 |
| 37 | | 98 | 1 | 96 | 1 | 97 |
| 35 | 1 | 97 | 1 | 95 | 2 | 96 |
| 34 | 1 | 96 | 1 | 94 | 2 | 95 |
| 33 | | 96 | 2 | 92 | 2 | 94 |
| 32 | | 96 | 1 | 91 | 1 | 94 |
| 31 | 1 | 95 | | 91 | 1 | 93 |
| 29 | 1 | 94 | 1 | 90 | 2 | 92 |
| 28 | | 94 | 2 | 88 | 2 | 91 |
| 27 | | 94 | 1 | 87 | 1 | 91 |
| 26 | 1 | 93 | 1 | 86 | 2 | 90 |
| 25 | 1 | 92 | 4 | 82 | 4 | 87 |
| 24 | 1 | 91 | 3 | 79 | 4 | 85 |
| 23 | 2 | 89 | 2 | 77 | 4 | 83 |
| 22 | 1 | 88 | 3 | 74 | 4 | 81 |
| 21 | | 88 | 1 | 73 | 1 | 81 |
| 20 | 1 | 87 | 2 | 71 | 3 | 79 |
| 19 | 3 | 84 | 3 | 68 | 6 | 76 |
| 18 | 2 | 82 | 2 | 66 | 4 | 74 |
| 17 | 2 | 80 | 2 | 64 | 4 | 72 |
| 16 | 1 | 79 | 3 | 61 | 4 | 70 |
| 15 | | 79 | 6 | 55 | 6 | 67 |
| 14 | 3 | 76 | 6 | 50 | 9 | 63 |
| 13 | 7 | 69 | 5 | 45 | 12 | 57 |
| 12 | 5 | 64 | 4 | 41 | 9 | 52 |
| 11 | 3 | 61 | 6 | 35 | 9 | 48 |
| 10 | 4 | 57 | 6 | 29 | 10 | 43 |
| 9 | 7 | 50 | 3 | 26 | 10 | 38 |
| 8 | 14 | 37 | 5 | 21 | 19 | 29 |
| 7 | 4 | 33 | 7 | 14 | 11 | 23 |
| 6 | 8 | 25 | 5 | 9 | 13 | 17 |
| 5 | 6 | 19 | 3 | 6 | 9 | 12 |
| 4 | 5 | 14 | 2 | 4 | 7 | 9 |
| 3 | 7 | 7 | 2 | 2 | 9 | 4 |
| 2 | 4 | 3 | | | 6 | 1 |
| 1 | | 3 | | | 3 | |
| Number of Students | 101 | | 101 | | 202 | |
| Mean | 11.13 | | 15.68 | | 13.41 | |
| Standard Deviation | 8.74 | | 9.51 | | 9.41 | |

Table 34
Frequency Distributions for Spanish Cooperative Listening

| Raw Score | Group I | | Group II | | Total Group | |
|--------------------|-----------|----------------|-----------|----------------|-------------|----------------|
| | Frequency | Per Cent Below | Frequency | Per Cent Below | Frequency | Per Cent Below |
| (40 max.) | | | | | | |
| 39 | | | 1 | 99.5 | 1 | 99.8 |
| 37 | | | 1 | 99 | 1 | 99.5 |
| 36 | 2 | 99 | 2 | 98 | 4 | 99 |
| 35 | | 99 | 2 | 97 | 2 | 98 |
| 34 | 3 | 98 | 1 | 97 | 4 | 97 |
| 33 | 2 | 97 | 7 | 93 | 9 | 95 |
| 32 | 3 | 95 | 4 | 91 | 7 | 93 |
| 31 | 1 | 95 | 5 | 89 | 6 | 92 |
| 30 | 5 | 92 | 5 | 86 | 10 | 89 |
| 29 | 4 | 90 | 8 | 82 | 12 | 86 |
| 28 | 4 | 88 | 2 | 81 | 6 | 85 |
| 27 | 6 | 85 | 1 | 81 | 7 | 83 |
| 26 | 10 | 80 | 12 | 75 | 22 | 78 |
| 25 | 11 | 75 | 4 | 73 | 15 | 74 |
| 24 | 10 | 70 | 10 | 68 | 20 | 69 |
| 23 | 15 | 63 | 16 | 60 | 31 | 62 |
| 22 | 10 | 58 | 11 | 55 | 21 | 57 |
| 21 | 11 | 53 | 16 | 47 | 27 | 50 |
| 20 | 16 | 45 | 11 | 42 | 27 | 43 |
| 19 | 16 | 37 | 19 | 33 | 35 | 35 |
| 18 | 14 | 30 | 11 | 27 | 25 | 29 |
| 17 | 12 | 24 | 11 | 22 | 23 | 23 |
| 16 | 7 | 21 | 10 | 17 | 17 | 19 |
| 15 | 15 | 14 | 8 | 13 | 23 | 13 |
| 14 | 9 | 9 | 11 | 8 | 20 | 9 |
| 13 | 8 | 5 | 6 | 5 | 14 | 5 |
| 12 | 5 | 3 | 3 | 3 | 8 | 3 |
| 11 | 3 | 1 | 3 | 2 | 6 | 2 |
| 10 | | 1 | 1 | 1 | 1 | 1 |
| 9 | 1 | 1 | 1 | 1 | 2 | 1 |
| 7 | | 1 | 1 | 0.5 | 1 | 0.7 |
| 6 | 1 | 0.5 | | | 1 | 0.5 |
| 5 | 1 | | 1 | | 2 | |
| Number of Students | 205 | | 205 | | 410 | |
| Mean | 20.67 | | 21.50 | | 21.09 | |
| Standard Deviation | 5.73 | | 6.32 | | 6.05 | |

Table 35

Frequency Distributions for Spanish Proficiency Listening

| Raw Score | Group I | | Group II | | Total Group | |
|--------------------|-----------|----------------|-----------|----------------|-------------|----------------|
| | Frequency | Per Cent Below | Frequency | Per Cent Below | Frequency | Per Cent Below |
| (36 max.) | | | | | | |
| 28 | | | 1 | 99.5 | 1 | 99.8 |
| 26 | | | 1 | 99 | 1 | 99.5 |
| 25 | 4 | 98 | | 99 | 4 | 99 |
| 24 | 5 | 96 | 3 | 98 | 8 | 97 |
| 23 | 3 | 94 | 1 | 97 | 4 | 96 |
| 22 | 1 | 94 | 1 | 97 | 2 | 95 |
| 21 | 2 | 93 | 3 | 95 | 5 | 94 |
| 20 | 5 | 90 | 8 | 91 | 13 | 91 |
| 19 | 7 | 87 | 3 | 90 | 10 | 88 |
| 18 | 11 | 81 | 14 | 83 | 25 | 82 |
| 17 | 13 | 75 | 6 | 80 | 19 | 78 |
| 16 | 16 | 67 | 16 | 72 | 32 | 70 |
| 15 | 19 | 58 | 18 | 63 | 37 | 61 |
| 14 | 19 | 49 | 17 | 55 | 36 | 52 |
| 13 | 16 | 41 | 23 | 44 | 39 | 42 |
| 12 | 21 | 31 | 30 | 29 | 51 | 30 |
| 11 | 21 | 20 | 19 | 20 | 40 | 20 |
| 10 | 19 | 11 | 10 | 15 | 29 | 13 |
| 9 | 7 | 8 | 16 | 7 | 23 | 8 |
| 8 | 12 | 2 | 9 | 3 | 21 | 2 |
| 7 | 1 | 1 | 3 | 1 | 4 | 1 |
| 6 | 2 | 0.5 | | 1 | 2 | 1 |
| 5 | 1 | | 2 | 0.5 | 3 | |
| 3 | | | 1 | | 1 | |
| Number of Students | 205 | | 205 | | 410 | |
| Mean | 14.03 | | 13.60 | | 13.81 | |
| Standard Deviation | 4.18 | | 3.98 | | 4.09 | |

Table 36
Frequency Distributions for Spanish Cooperative Speaking

| Raw Score | Group I | | Group II | | Total Group | |
|--------------------|-----------|----------------|-----------|----------------|-------------|----------------|
| | Frequency | Per Cent Below | Frequency | Per Cent Below | Frequency | Per Cent Below |
| (82 max.) | | | | | | |
| 80-81 | | | 1 | 99.5 | 1 | 99.7 |
| 78-79 | | | | 99.5 | | 99.7 |
| 76-77 | | | | 99.5 | | 99.7 |
| 74-75 | 1 | 99.5 | 2 | 98 | 3 | 99 |
| 72-73 | | 99.5 | 1 | 98 | 1 | 99 |
| 70-71 | | 99.5 | 1 | 97 | 1 | 98 |
| 68-69 | | 99.5 | | 97 | | 98 |
| 66-67 | 1 | 99 | 4 | 95 | 5 | 97 |
| 64-65 | 4 | 97 | 6 | 92 | 10 | 94 |
| 62-63 | 3 | 95 | 6 | 89 | 9 | 92 |
| 60-61 | 4 | 93 | 7 | 85 | 11 | 89 |
| 58-59 | 8 | 89 | 5 | 82 | 13 | 85 |
| 56-57 | 7 | 85 | 10 | 77 | 17 | 81 |
| 54-55 | 10 | 79 | 12 | 70 | 22 | 75 |
| 52-53 | 14 | 72 | 11 | 64 | 25 | 68 |
| 50-51 | 14 | 64 | 19 | 54 | 33 | 59 |
| 48-49 | 18 | 54 | 7 | 50 | 25 | 52 |
| 46-47 | 18 | 45 | 15 | 42 | 33 | 43 |
| 44-45 | 17 | 35 | 16 | 33 | 33 | 34 |
| 42-43 | 16 | 27 | 16 | 24 | 32 | 26 |
| 40-41 | 11 | 21 | 10 | 19 | 21 | 20 |
| 38-39 | 14 | 13 | 10 | 14 | 24 | 13 |
| 36-37 | 4 | 11 | 6 | 10 | 10 | 11 |
| 34-35 | 9 | 6 | 6 | 7 | 15 | 7 |
| 32-33 | 5 | 3 | 6 | 4 | 11 | 4 |
| 30-31 | 1 | 3 | 4 | 2 | 5 | 2 |
| 28-29 | | 3 | 2 | 0.5 | 2 | 2 |
| 26-27 | 3 | 1 | 1 | | 4 | 0.5 |
| 24-25 | 1 | 0.5 | | | 1 | 0.3 |
| 22-23 | | 0.5 | | | | 0.3 |
| 20-21 | | 0.5 | | | | 0.3 |
| 18-19 | | 0.5 | | | | 0.3 |
| 16-17 | 1 | | | | 1 | |
| Number of Students | 184 | | 184 | | 368 | |
| Mean | 46.64 | | 48.48 | | 47.56 | |
| Standard Deviation | 8.81 | | 10.16 | | 9.55 | |

Table 37

Frequency Distributions for Spanish Proficiency Speaking

| Raw Score | Group I | | Group II | | Total Group | |
|--------------------|-----------|----------------|-----------|----------------|-------------|----------------|
| | Frequency | Per Cent Below | Frequency | Per Cent Below | Frequency | Per Cent Below |
| (105 max.) | | | | | | |
| 74-75 | | | 1 | 99.5 | 1 | 99.7 |
| 72-73 | | | | 99.5 | | 99.7 |
| 70-71 | 1 | 99 | 2 | 98 | 3 | 99 |
| 68-69 | 2 | 98 | 4 | 96 | 6 | 97 |
| 66-67 | 3 | 97 | 1 | 96 | 4 | 96 |
| 64-65 | 4 | 95 | 7 | 92 | 11 | 93 |
| 62-63 | 4 | 92 | 7 | 88 | 11 | 90 |
| 60-61 | 14 | 85 | 12 | 82 | 26 | 83 |
| 58-59 | 9 | 80 | 12 | 75 | 21 | 77 |
| 56-57 | 8 | 76 | 19 | 65 | 27 | 70 |
| 54-55 | 5 | 73 | 13 | 58 | 18 | 65 |
| 52-53 | 16 | 64 | 14 | 50 | 30 | 57 |
| 50-51 | 12 | 58 | 10 | 45 | 22 | 51 |
| 48-49 | 8 | 53 | 15 | 36 | 23 | 45 |
| 46-47 | 19 | 43 | 10 | 31 | 29 | 37 |
| 44-45 | 15 | 35 | 8 | 27 | 23 | 31 |
| 42-43 | 19 | 24 | 13 | 20 | 32 | 22 |
| 40-41 | 15 | 16 | 7 | 16 | 22 | 16 |
| 38-39 | 11 | 10 | 16 | 7 | 27 | 9 |
| 36-37 | 4 | 8 | 6 | 4 | 10 | 6 |
| 34-35 | 9 | 3 | 4 | 2 | 13 | 2 |
| 32-33 | 4 | 1 | 2 | 0.5 | 6 | 0.8 |
| 30-31 | 1 | 0.5 | 1 | | 2 | 0.3 |
| 28-29 | 1 | | | | 1 | |
| Number of Students | 184 | | 184 | | 368 | |
| Mean | 48.24 | | 50.74 | | 49.49 | |
| Standard Deviation | 9.08 | | 9.25 | | 9.25 | |

Table 38

Frequency Distributions for Spanish Cooperative Reading

| Raw Score | Group I | | Group II | | Total Group | |
|--------------------|-----------|----------------|-----------|----------------|-------------|----------------|
| | Frequency | Per Cent Below | Frequency | Per Cent Below | Frequency | Per Cent Below |
| (50 max.) | | | | | | |
| 44 | 1 | 99.5 | | | 1 | 99.8 |
| 43 | 1 | 99 | 1 | 99.5 | 2 | 99.3 |
| 42 | 1 | 99 | | 99.5 | 1 | 99 |
| 41 | | 99 | 1 | 99 | 1 | 99 |
| 40 | 6 | 96 | 1 | 99 | 7 | 97 |
| 39 | | 96 | 1 | 98 | 1 | 97 |
| 38 | 4 | 94 | | 98 | 4 | 96 |
| 37 | 3 | 92 | 4 | 96 | 7 | 94 |
| 36 | 2 | 91 | 4 | 94 | 6 | 93 |
| 35 | 5 | 89 | 3 | 93 | 8 | 91 |
| 34 | 4 | 87 | 3 | 91 | 7 | 89 |
| 33 | 4 | 85 | 7 | 88 | 11 | 86 |
| 32 | 5 | 82 | 3 | 86 | 8 | 84 |
| 31 | 7 | 79 | 4 | 84 | 11 | 82 |
| 30 | 7 | 75 | 5 | 82 | 12 | 79 |
| 29 | 11 | 70 | 5 | 79 | 16 | 75 |
| 28 | 7 | 67 | 11 | 74 | 18 | 70 |
| 27 | 12 | 61 | 3 | 73 | 15 | 67 |
| 26 | 7 | 57 | 10 | 68 | 17 | 63 |
| 25 | 8 | 53 | 10 | 63 | 18 | 58 |
| 24 | 11 | 48 | 7 | 59 | 18 | 54 |
| 23 | 10 | 43 | 16 | 51 | 26 | 47 |
| 22 | 7 | 40 | 10 | 47 | 17 | 43 |
| 21 | 14 | 33 | 5 | 44 | 19 | 38 |
| 20 | 9 | 28 | 8 | 40 | 17 | 34 |
| 19 | 12 | 23 | 8 | 36 | 20 | 29 |
| 18 | 10 | 18 | 10 | 31 | 20 | 25 |
| 17 | 8 | 14 | 9 | 27 | 17 | 20 |
| 16 | 4 | 12 | 8 | 23 | 12 | 17 |
| 15 | 6 | 9 | 10 | 18 | 16 | 13 |
| 14 | 6 | 6 | 9 | 14 | 15 | 10 |
| 13 | 2 | 5 | 4 | 12 | 6 | 8 |
| 12 | 2 | 4 | 6 | 9 | 8 | 6 |
| 11 | 2 | 3 | 4 | 7 | 6 | 5 |
| 10 | 1 | 2 | 2 | 6 | 3 | 4 |
| 9 | 2 | 1 | 3 | 4 | 5 | 3 |
| 8 | 2 | 0.5 | 2 | 3 | 4 | 2 |
| 7 | | 0.5 | 1 | 3 | 1 | 2 |
| 6 | | 0.5 | 1 | 2 | 1 | 1 |
| 5 | | 0.5 | 1 | 2 | 1 | 1 |
| 2 | | 0.5 | 1 | 1 | 1 | 1 |
| 1 | | 0.5 | 1 | 1 | 1 | 0.7 |
| 0 | | 1 | 2 | | 3 | |
| Number of Students | 204 | | 204 | | 408 | |
| Mean | 24.39 | | 21.91 | | 23.15 | |
| Standard Deviation | 7.75 | | 8.24 | | 8.09 | |

Table 39
Frequency Distributions for Spanish Proficiency Reading

| Raw Score | Group I | | Group II | | Total Group | |
|--------------------|-----------|----------------|-----------|----------------|-------------|----------------|
| | Frequency | Per Cent Below | Frequency | Per Cent Below | Frequency | Per Cent Below |
| (50 max.) | | | | | | |
| 30 | 1 | 99.5 | | | 1 | 99.8 |
| 29 | | 99.5 | 1 | 99.5 | 1 | 99.5 |
| 28 | | 99.5 | 1 | 99 | 1 | 99.3 |
| 27 | 1 | 99 | 1 | 99 | 2 | 99 |
| 26 | 1 | 99 | 1 | 98 | 2 | 98 |
| 25 | 5 | 96 | 2 | 97 | 7 | 97 |
| 24 | | 96 | 3 | 96 | 3 | 96 |
| 23 | 7 | 93 | 6 | 93 | 13 | 93 |
| 22 | 2 | 92 | 4 | 91 | 6 | 91 |
| 21 | 8 | 88 | 7 | 87 | 15 | 88 |
| 20 | 10 | 83 | 13 | 81 | 23 | 82 |
| 19 | 11 | 77 | 17 | 73 | 28 | 75 |
| 18 | 20 | 68 | 17 | 64 | 37 | 66 |
| 17 | 16 | 60 | 24 | 52 | 40 | 56 |
| 16 | 13 | 53 | 10 | 48 | 23 | 50 |
| 15 | 16 | 46 | 23 | 36 | 39 | 41 |
| 14 | 26 | 33 | 15 | 29 | 41 | 31 |
| 13 | 12 | 27 | 11 | 24 | 23 | 25 |
| 12 | 19 | 18 | 20 | 14 | 39 | 16 |
| 11 | 9 | 13 | 11 | 8 | 20 | 11 |
| 10 | 6 | 10 | 7 | 5 | 13 | 8 |
| 9 | 7 | 7 | 2 | 4 | 9 | 5 |
| 8 | 10 | 2 | 1 | 3 | 11 | 3 |
| 7 | 2 | 1 | 5 | 2 | 7 | 1 |
| 6 | | 1 | | | 2 | 0.5 |
| 5 | 1 | 0.5 | | | 1 | 0.2 |
| 0 | 1 | | | | 1 | |
| Number of Students | 204 | | 204 | | 408 | |
| Mean | 15.39 | | 16.00 | | 15.69 | |
| Standard Deviation | 4.54 | | 4.29 | | 4.43 | |

Table 40
Frequency Distributions for Spanish Cooperative Writing

| Raw Score | Group I | | Group II | | Total Group | |
|--------------------|-----------|----------------|-----------|----------------|-------------|----------------|
| | Frequency | Per Cent Below | Frequency | Per Cent Below | Frequency | Per Cent Below |
| (100 max.) | | | | | | |
| 90-91 | 1 | 99.5 | 3 | 99 | 4 | 99 |
| 88-89 | 2 | 99 | 3 | 97 | 5 | 98 |
| 86-87 | 3 | 97 | | 97 | 3 | 97 |
| 84-85 | 3 | 96 | 1 | 97 | 4 | 96 |
| 82-83 | 1 | 95 | 3 | 95 | 4 | 95 |
| 80-81 | 2 | 94 | 6 | 92 | 8 | 93 |
| 78-79 | 5 | 92 | 2 | 91 | 7 | 91 |
| 76-77 | 4 | 90 | 6 | 88 | 10 | 89 |
| 74-75 | 6 | 87 | 6 | 85 | 12 | 86 |
| 72-73 | 4 | 85 | 1 | 85 | 5 | 85 |
| 70-71 | 5 | 82 | 6 | 82 | 11 | 82 |
| 68-69 | 6 | 79 | 8 | 78 | 14 | 79 |
| 66-67 | 8 | 75 | 7 | 74 | 15 | 75 |
| 64-65 | 12 | 69 | 8 | 70 | 20 | 70 |
| 62-63 | 16 | 62 | 8 | 67 | 24 | 64 |
| 60-61 | 11 | 56 | 10 | 62 | 21 | 59 |
| 58-59 | 13 | 50 | 7 | 58 | 20 | 54 |
| 56-57 | 6 | 47 | 14 | 51 | 20 | 49 |
| 54-55 | 10 | 42 | 12 | 45 | 22 | 44 |
| 52-53 | 15 | 34 | 15 | 38 | 30 | 36 |
| 50-51 | 14 | 28 | 7 | 34 | 21 | 31 |
| 48-49 | 6 | 25 | 14 | 28 | 20 | 26 |
| 46-47 | 5 | 22 | 4 | 26 | 9 | 24 |
| 44-45 | 7 | 19 | 8 | 22 | 15 | 20 |
| 42-43 | 3 | 17 | 3 | 20 | 6 | 19 |
| 40-41 | 10 | 12 | 5 | 18 | 15 | 15 |
| 38-39 | 4 | 10 | 4 | 16 | 8 | 13 |
| 36-37 | 7 | 7 | 4 | 14 | 11 | 10 |
| 34-35 | 3 | 5 | 9 | 9 | 12 | 7 |
| 32-33 | 1 | 5 | 4 | 7 | 5 | 6 |
| 30-31 | 3 | 3 | 5 | 5 | 8 | 4 |
| 28-29 | 4 | 1 | 3 | 3 | 7 | 2 |
| 26-27 | | 1 | 3 | 2 | 3 | 2 |
| 24-25 | 1 | 1 | 1 | 1 | 2 | 1 |
| 22-23 | | 1 | | 1 | | 1 |
| 20-21 | 2 | | 1 | 1 | 3 | 0.5 |
| 18-19 | | | 1 | 1 | 1 | 0.5 |
| 16-17 | | | | 0.5 | 1 | 0.2 |
| Below 10 | | | 1 | | 1 | |
| Number of Students | 203 | | 203 | | 406 | |
| Mean | 56.77 | | 55.26 | | 56.01 | |
| Standard Deviation | 14.39 | | 15.90 | | 15.18 | |

Table 41

Frequency Distributions for Spanish Proficiency Writing

| Raw Score | Group I | | Group II | | Total Group | |
|--------------------|-----------|----------------|-----------|----------------|-------------|----------------|
| | Frequency | Per Cent Below | Frequency | Per Cent Below | Frequency | Per Cent Below |
| (60 max.) | | | | | | |
| 36 | | | 1 | 99.5 | 1 | 99.8 |
| 35 | 1 | 99.5 | | | 1 | 99.5 |
| 34 | 1 | 99 | 1 | 99 | 1 | 99 |
| 33 | | | | 99 | | 99 |
| 32 | | | | 99 | | 99 |
| 31 | 1 | 99 | 1 | 99 | 2 | 99 |
| 30 | | | | 99 | | 99 |
| 29 | 1 | 98 | 1 | 98 | 2 | 98 |
| 28 | 1 | 98 | 2 | 97 | 3 | 97 |
| 27 | 8 | 94 | 3 | 96 | 11 | 95 |
| 26 | 2 | 93 | 3 | 94 | 5 | 93 |
| 25 | 3 | 91 | 3 | 93 | 6 | 92 |
| 24 | 4 | 89 | 5 | 90 | 9 | 90 |
| 23 | 8 | 85 | 12 | 84 | 20 | 85 |
| 22 | 6 | 82 | 7 | 81 | 13 | 82 |
| 21 | 7 | 79 | 5 | 78 | 12 | 79 |
| 20 | 9 | 74 | 9 | 74 | 18 | 74 |
| 19 | 11 | 69 | 7 | 70 | 18 | 70 |
| 18 | 6 | 66 | 10 | 66 | 16 | 66 |
| 17 | 5 | 64 | 14 | 59 | 19 | 61 |
| 16 | 13 | 57 | 11 | 53 | 24 | 55 |
| 15 | 16 | 49 | 13 | 47 | 29 | 48 |
| 14 | 14 | 42 | 16 | 39 | 30 | 41 |
| 13 | 11 | 37 | 11 | 34 | 22 | 35 |
| 12 | 16 | 29 | 8 | 30 | 24 | 29 |
| 11 | 4 | 27 | 11 | 24 | 15 | 26 |
| 10 | 19 | 18 | 12 | 18 | 31 | 18 |
| 9 | 12 | 12 | 12 | 12 | 24 | 12 |
| 8 | 8 | 8 | 7 | 9 | 15 | 8 |
| 7 | 7 | 4 | 10 | 4 | 17 | 4 |
| 6 | 2 | 3 | 6 | 1 | 8 | 2 |
| 5 | 1 | 3 | 1 | 0.5 | 2 | 2 |
| 4 | 5 | 0.5 | | 0.5 | 5 | 0.5 |
| 3 | 1 | | 1 | | 2 | |
| Number of Students | 203 | | 203 | | 406 | |
| Mean | 15.34 | | 15.56 | | 15.45 | |
| Standard Deviation | 6.26 | | 6.11 | | 6.18 | |

Table 42

Comparison of the Equating Samples with the Second-Year College General Norms Group on the MLA Cooperative Tests*

(Raw Scores with Corresponding Second-year College Percentile Ranks)

| FRENCH: | | Listening | Speaking | Reading | Writing |
|---------------------|--------|-----------|------------|-----------|------------|
| College Norms Group | M + 2σ | 27.0 (94) | 61.6 (95) | 38.3 (95) | 69.7 (95) |
| | M + 1σ | 20.8 (84) | 47.9 (80) | 29.8 (84) | 53.1 (84) |
| | Mean M | 14.6 (57) | 34.1 (57) | 21.2 (55) | 36.6 (55) |
| | M - 1σ | 8.4 (9) | 20.3 (9) | 12.6 (11) | 20.0 (14) |
| | M - 2σ | 2.2 (0) | 6.6 (0) | 4.0 (0) | 3.4 (0) |
| Equating Sample | M + 2σ | 27.8 (95) | 63.4 (96) | 41.7 (97) | 72.3 (98) |
| | M + 1σ | 22.2 (87) | 52.3 (90) | 34.4 (91) | 57.2 (87) |
| | Mean M | 16.6 (68) | 41.1 (69) | 27.1 (77) | 42.0 (63) |
| | M - 1σ | 11.0 (28) | 30.0 (48) | 19.9 (50) | 26.9 (29) |
| | M - 2σ | 5.5 (2) | 18.9 (6) | 12.6 (11) | 11.7 (4) |
| GERMAN: | | Listening | Speaking | Reading | Writing |
| College Norms Group | M + 2σ | 33.0 (96) | 50.2 (96) | 34.9 (95) | 75.6 (97) |
| | M + 1σ | 26.1 (80) | 41.4 (78) | 26.5 (82) | 55.9 (81) |
| | Mean M | 19.1 (53) | 32.6 (49) | 18.1 (55) | 36.2 (53) |
| | M - 1σ | 12.2 (13) | 23.8 (17) | 9.6 (13) | 16.5 (20) |
| | M - 2σ | 5.2 (0) | 14.9 (0) | 1.2 (0) | ---- (0) |
| Equating Sample | M + 2σ | 36.6 (99) | 66.1 (100) | 38.3 (97) | 88.2 (100) |
| | M + 1σ | 29.6 (89) | 54.7 (100) | 30.2 (90) | 73.6 (95) |
| | Mean M | 22.6 (70) | 43.3 (85) | 22.2 (71) | 59.1 (85) |
| | M - 1σ | 15.6 (32) | 32.0 (48) | 14.1 (35) | 44.5 (68) |
| | M - 2σ | 8.6 (3) | 20.6 (6) | 6.0 (2) | 29.9 (43) |
| SPANISH: | | Listening | Speaking | Reading | Writing |
| College Norms Group | M + 2σ | 35.5 (94) | 69.4 (97) | 38.9 (94) | 85.2 (99) |
| | M + 1σ | 27.1 (81) | 56.4 (86) | 29.0 (82) | 65.7 (79) |
| | Mean M | 18.7 (55) | 43.5 (48) | 19.1 (57) | 46.2 (49) |
| | M - 1σ | 10.3 (12) | 30.5 (17) | 9.3 (9) | 26.7 (18) |
| | M - 2σ | 1.9 (0) | 17.5 (1) | ---- (0) | 7.3 (0) |
| Equating Sample | M + 2σ | 33.2 (90) | 66.6 (96) | 39.1 (94) | 86.3 (99) |
| | M + 1σ | 27.1 (81) | 57.1 (87) | 31.1 (85) | 71.2 (89) |
| | Mean M | 21.1 (64) | 47.6 (60) | 23.1 (70) | 56.0 (67) |
| | M - 1σ | 15.0 (38) | 38.1 (33) | 15.1 (41) | 40.9 (40) |
| | M - 2σ | 9.0 (8) | 28.5 (15) | 7.1 (5) | 25.7 (16) |

*The statistics given in this table are in terms of raw scores and the corresponding percentile ranks of the second-year college General Norms groups. The information for the norms groups was taken from the Booklet of Norms for the MLA Cooperative Foreign Language Tests prepared in 1965.

Table 43

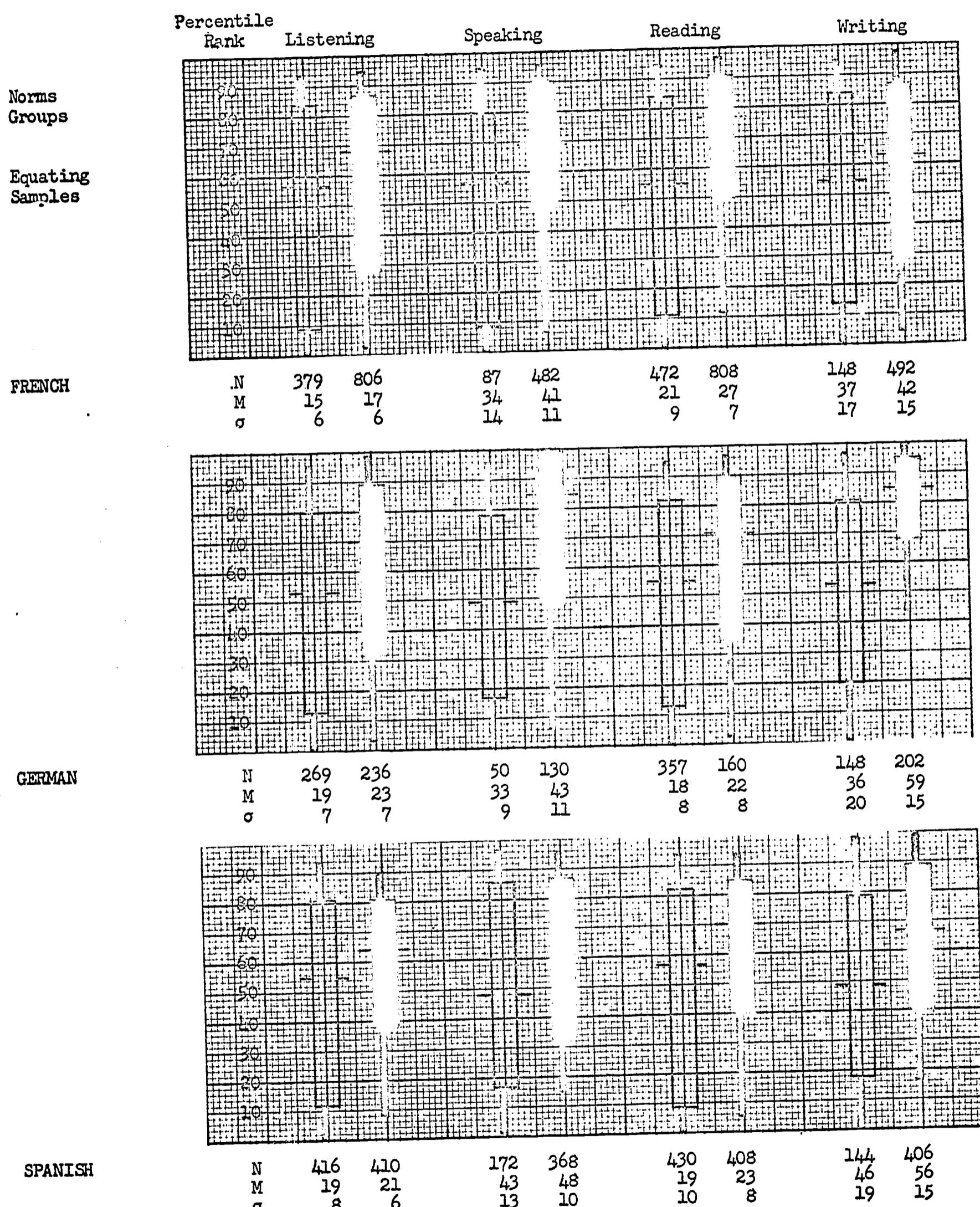
Comparison of the Performance of the Equating Samples with the National Norms Groups on the MLA Proficiency Tests*

(Converted scores with Corresponding National Percentile Ranks)

| FRENCH: | | Listening | Speaking | Reading | Writing |
|----------------------|--------|-----------|------------|-----------|------------------|
| National Norms Group | M + 2σ | 55.5 (98) | 104.3 (96) | 64.0 (96) | 67.4 (97) |
| | M + 1σ | 46.8 (77) | 86.3 (83) | 53.4 (80) | 54.9 (81) |
| | Mean M | 38.1 (54) | 68.2 (53) | 43.0 (54) | 42.4 (51) |
| | M - 1σ | 29.4 (13) | 50.2 (16) | 32.4 (15) | 29.9 (17) |
| | M - 2σ | 20.8 (0) | 32.1 (0) | 21.9 (0) | <u>17.5</u> (0) |
| Equating Sample | M + 2σ | 39.3 (58) | 83.6 (79) | 47.1 (66) | 43.0 (53) |
| | M + 1σ | 35.7 (46) | 74.2 (65) | 42.0 (51) | 37.2 (37) |
| | Mean M | 32.2 (29) | 64.8 (45) | 36.9 (32) | 31.5 (21) |
| | M - 1σ | 28.6 (10) | 55.5 (25) | 31.8 (13) | 25.7 (7) |
| | M - 2σ | 25.1 (2) | 46.1 (10) | 26.7 (2) | 20.0 (0) |
| GERMAN: | | Listening | Speaking | Reading | Writing |
| National Norms Group | M + 2σ | 57.7(100) | 115.0 (98) | 69.2 (99) | 79.7(100) |
| | M + 1σ | 48.5 (77) | 97.6 (83) | 57.4 (80) | 63.4 (79) |
| | Mean M | 39.3 (52) | 80.2 (49) | 45.6 (53) | 47.1 (50) |
| | M - 1σ | 30.1 (15) | 62.8 (15) | 33.8 (17) | 30.8 (20) |
| | M - 2σ | 20.9 (0) | 45.4 (2) | 22.0 (0) | <u>14.5</u> (0) |
| Equating Sample | M + 2σ | 43.5 (63) | 99.9 (86) | 49.6 (63) | 51.7 (59) |
| | M + 1σ | 38.0 (49) | 87.0 (65) | 42.9 (45) | 42.5 (42) |
| | Mean M | 32.6 (30) | 74.2 (35) | 36.1 (24) | 33.4 (25) |
| | M - 1σ | 27.1 (5) | 61.3 (13) | 29.3 (5) | 24.3 (8) |
| | M - 2σ | 21.7 (0) | 48.4 (4) | 22.6 (0) | <u>15.1</u> (0) |
| SPANISH: | | Listening | Speaking | Reading | Writing |
| National Norms Group | M + 2σ | 55.8 (99) | 105.6 (96) | 62.5 (96) | 74.0 (99) |
| | M + 1σ | 47.8 (77) | 86.9 (83) | 52.4 (81) | 60.3 (80) |
| | Mean M | 39.8 (51) | 68.1 (53) | 42.2 (52) | 46.5 (50) |
| | M - 1σ | 31.8 (16) | 49.4 (16) | 32.1 (15) | 32.7 (18) |
| | M - 2σ | 23.8 (0) | 30.6 (0) | 22.0 (0) | <u>19.0</u> (0) |
| Equating Sample | M + 2σ | 42.0 (59) | 87.8 (84) | 44.5 (60) | 47.8 (53) |
| | M + 1σ | 37.9 (44) | 78.7 (72) | 40.1 (45) | 41.6 (38) |
| | Mean M | 33.8 (26) | 69.5 (55) | 35.7 (29) | 35.5 (24) |
| | M - 1σ | 29.7 (8) | 60.3 (36) | 31.3 (13) | 29.3 (11) |
| | M - 2σ | 25.7 (1) | 51.2 (18) | 26.9 (2) | 23.1 (2) |

*The statistics given in this table are in terms of converted scores and the corresponding percentile ranks of the National Norms groups. The information for the National Norms groups was taken from the MLA Interpretation of Scores leaflet.

Figure 1 - Comparison of the Equating Samples with the Second-Year College General Norms Groups on the MLA Cooperative Tests*



*Each bar shows five critical points: the mean, which is indicated by the horizontal line near the center of the bar, $M \pm 1\sigma$, which are the ends of the wide portion of the bar, and $M \pm 2\sigma$, which are the terminal points of the bar. The scale of reference is the percentile rank scale of the appropriate norms group.

Figure 2 - Comparison of the Equating Samples with the National Norms Groups on the MLA Proficiency Tests

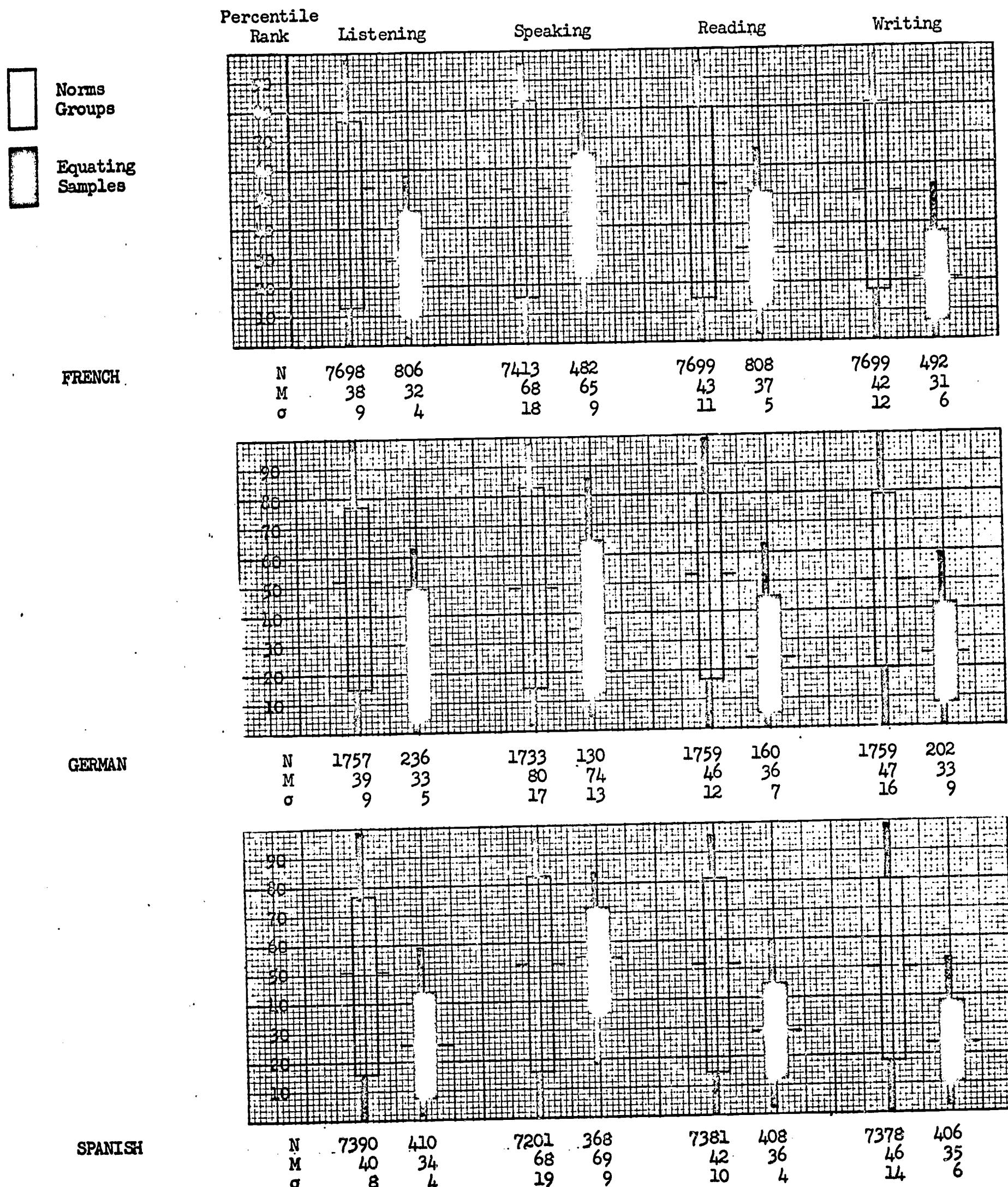


Table 44
Description of the Equating Samples*

| Sample Group | Course Level in Semesters | | | Student Status Year in College | | | | Grade in Course | | | | |
|-----------------------------|------------------------------|-----|-------|-----------------------------------|-----|-----|----|-----------------|-----|-----|-----|----|
| | 3 | 4 | Other | 1 | 2 | 3 | 4 | A | B | C | D | E |
| French Listening (N = 806) | I | 281 | 120 | 183 | 129 | 58 | 30 | 48 | 132 | 156 | 54 | 11 |
| | II | 260 | 144 | 207 | 125 | 46 | 26 | 50 | 143 | 152 | 52 | 7 |
| | Total | 541 | 264 | 390 | 254 | 104 | 56 | 98 | 275 | 308 | 106 | 18 |
| French Speaking (N = 482) | I | 154 | 84 | 114 | 69 | 34 | 19 | 27 | 68 | 103 | 35 | 5 |
| | II | 150 | 90 | 115 | 79 | 35 | 11 | 33 | 90 | 85 | 29 | 2 |
| | Total | 304 | 174 | 229 | 148 | 69 | 30 | 60 | 158 | 188 | 64 | 7 |
| French Reading (N = 808) | I | 284 | 118 | 194 | 138 | 49 | 19 | 51 | 124 | 159 | 56 | 12 |
| | II | 259 | 144 | 206 | 124 | 46 | 27 | 51 | 141 | 152 | 52 | 7 |
| | Total | 543 | 262 | 400 | 262 | 95 | 46 | 102 | 265 | 311 | 108 | 19 |
| French Writing (N = 492) | I | 190 | 56 | 108 | 81 | 36 | 21 | 29 | 76 | 100 | 32 | 8 |
| | II | 174 | 71 | 112 | 80 | 34 | 17 | 34 | 86 | 92 | 25 | 7 |
| | Total | 364 | 127 | 220 | 161 | 70 | 38 | 63 | 162 | 192 | 57 | 15 |
| German Listening (N = 236) | I | 20 | 34 | 26 | 22 | 3 | 3 | 9 | 16 | 14 | 14 | |
| | II | 59 | 1 | 7 | 37 | 13 | 2 | 14 | 21 | 22 | 3 | |
| | Total | 79 | 35 | 33 | 59 | 26 | 5 | 23 | 37 | 36 | 17 | |
| German Speaking (N = 130) | I | 30 | 7 | 21 | 13 | 27 | 13 | 5 | 12 | 22 | 20 | 2 |
| | II | 30 | 4 | 13 | 14 | 23 | 6 | 4 | 13 | 13 | 12 | 1 |
| | Total | 60 | 11 | 34 | 27 | 50 | 19 | 9 | 25 | 35 | 32 | 3 |
| German Reading (N = 160) | I | 29 | 4 | 4 | 22 | 2 | 5 | 12 | 10 | 9 | 1 | 1 |
| | II | 2 | | 29 | 12 | 12 | 6 | 1 | 3 | 8 | 12 | 2 |
| | Total | 31 | 4 | 29 | 16 | 34 | 8 | 5 | 15 | 18 | 21 | 3 |
| German Writing (N = 202) | I | 37 | 50 | 38 | 37 | 7 | 5 | 11 | 27 | 29 | 15 | 4 |
| | II | 73 | 4 | 11 | 51 | 14 | 1 | 21 | 25 | 26 | 4 | - |
| | Total | 110 | 4 | 51 | 49 | 88 | 21 | 6 | 32 | 52 | 55 | 4 |
| Spanish Listening (N = 410) | I | 133 | 71 | 62 | 93 | 28 | 21 | 29 | 62 | 73 | 29 | 10 |
| | II | 127 | 77 | 70 | 90 | 30 | 12 | 29 | 56 | 70 | 39 | 9 |
| | Total | 260 | 148 | 132 | 183 | 58 | 33 | 58 | 118 | 143 | 68 | 19 |
| Spanish Speaking (N = 368) | I | 120 | 63 | 49 | 87 | 32 | 14 | 20 | 46 | 67 | 39 | 10 |
| | II | 116 | 67 | 64 | 83 | 22 | 13 | 23 | 59 | 66 | 24 | 8 |
| | Total | 236 | 130 | 113 | 170 | 54 | 27 | 43 | 105 | 133 | 63 | 18 |
| Spanish Reading (N = 408) | I | 130 | 73 | 60 | 93 | 30 | 20 | 29 | 62 | 75 | 28 | 8 |
| | II | 127 | 77 | 70 | 90 | 29 | 13 | 29 | 56 | 70 | 40 | 9 |
| | Total | 257 | 150 | 130 | 183 | 59 | 33 | 58 | 118 | 145 | 68 | 17 |
| Spanish Writing (N = 406) | I | 119 | 83 | 68 | 85 | 30 | 18 | 25 | 58 | 78 | 30 | 10 |
| | II | 136 | 65 | 61 | 90 | 31 | 18 | 28 | 56 | 68 | 39 | 8 |
| | Total | 255 | 148 | 129 | 175 | 61 | 36 | 53 | 114 | 146 | 69 | 18 |

*Complete information was not available for every case used in the equating samples. Categories other than those used were not included because the counts were too low to be of any significance. Counts for German Reading and German Listening do not include the Hofstra cases.